DOCUMENT RESUME

ED 114 050 IR 002 670

AUTHOR	Bender, David R., Ed.
TITLE	Issues in Media Management, 1975.
INSTITUTION	Maryland State Dept. of Education, Baltimore. Div. of Library Development and Services.
PUB DATE	75
NOTE	104p.
EDRS PRICE	MF-$0.76 HC-$5.70 Plus Postage
DESCRIPTORS	Audiovisual Aids; Audiovisual Programs; Conference Reports; *Curriculum Development; Elementary Secondary Education; Federal Programs; *Guidance Counseling; Humanization; *Instructional Materials Centers; Instructional Media; Library Cooperation; Library Materials; Media Specialists; Resource Centers; *School Libraries
IDENTIFIERS	Elementary Secondary Education Act Title IV

ABSTRACT

Nine papers from a two-day workshop concentrate on curriculum development, guidance, and counseling. Topics covered in these papers include media and instruction, humanistic education, the instructional team approach, media and methods, Title IV Elementary Secondary Education Act, media and guidance, and the art of writing a grant. (DS)

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ISSUES IN MEDIA MANAGEMENT

1975

DAVID R. BENDER, EDITOR. MARYLAND STATE DEPARTMENT OF EDUCATION, DIVISION OF LIBRARY DEVELOPMENT AND SERVICES
SCHOOL MEDIA OFFICE

IR 002 670

ISSUES IN MEDIA MANAGEMENT 1975

David R. Bender, Editor

Maryland State Department of Education
Division of Library Development and Services
School Media Office

ISSUES IN MEDIA MANAGEMENT

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Planning
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1974 — Staffing
Censorship

1975 — Curriculum
Guidance and Counseling

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FOREWORD

For many years the Maryland State Department of Education has been committed to the principle that the school media program is an essential element in a school's instructional program. Through its Division of Library Development and Services specific activities are conducted which provide the latest information concerning the continuous growth and development of a strong library program at the State, local and individual school level. Decisions about learning resources are especially important today, for no single program within the school's curriculum will have more potential for facilitating the improvement of learning opportunities than does the media program.

The planning committee, chaired by Rosa Presberry, began their search for topics this year with two premises in mind - that the media program must be an integral part of the instructional program and that learning requires resources beyond a single textbook. The committee recognized the importance of the media program being provided to individuals, and to small and large groups of students, teachers, administrators, and other interested users. The collection of media must contain ample amounts of both print and nonprint materials with sufficient useable equipment which allow for the proper use of the materials. The selection of these materials is designed to strengthen the curriculum and provide learning and teaching opportunities which were previously difficult or impossible to obtain.

As stressed in the previous two Issues in Media Management, we are in a time of educational as well as societal change. Media personnel must be reviewing their changing responsibilities and roles. Students, teachers, and media professionals, as well as school administrators, must do advanced program planning. Cooperation is a key to the effective use of any school's media program.

With the above in mind, it was decided to focus this year's series of workshops for persons having system-wide responsibility for the development of media programs on two critical issues - one being media and the instructional program and the other

being media and the guidance, counseling, and testing program. These two workshops were coordinated so as to present one overall image of the media program and the role needed to be provided by learning resources in both of these areas.

I wish to express my appreciation to Rosa Presberry, Staff Specialist, Special Programs, and Cora Kenney, Coordinator of Library and Media Services, Anne Arundel County Public Schools, who both have been of great assistance in conducting this series of workshops. Without their cooperation and support the series could not continue.

It is hoped that the material in this publication will further assist the reader in understanding the role of today's media program. The emphasis must be upon the program and the services being provided to all user groups.

David R. Bender
Assistant Director

CURRICULUM

PRESENTATIONS BY:

Mrs. Mildred Sowers
Dr. Bruce Joyce
Dr. Donald Ely

February 20, 1975

Colony 7
Baltimore-Washington Parkway
Annapolis Junction, Maryland

MEDIA AND INSTRUCTION: INTERTWINING PARTNERS

Mrs. Mildred L. Sowers

Director

Office of Curriculum Development
Maryland State Department of Education

Books get people into trouble. Books make you think and when educators think, there is often a gap between what is and what could or should be. This creates problems and new solutions are required.

The man who wrote Future Shock has done it again. Now, Alvin Toffler has written Learning For Tomorrow. In this book, he addresses the role of the future in education. In an interview, he said the book was designed as a manifesto for a new reform movement in education. Every chapter, in one way or another supports the thesis that in education, we are now compelled to make a fundamental break with our ingrained "past orientation," or if you prefer, our "past consciousness."

Although the contributors to the book come from a wide variety of disciplines, all agree that our educational system is rocketing toward disaster and that we cannot redirect it, no matter what innovations we introduce, unless we take a fresh look at the role of the future in education.

As background, Mr. Toffler says that all of us in the advanced technology nations are caught up in one of the great revolutions in human history. We are in the process of creating a new civilization which will demand new ways of life, attitudes, values, and institutions.

The young people in our schools today are going to live in a world radically different from the one we know--and a world that will be undergoing continual, and in all likelihood, accelerating change.

The book brings together what Mr. Toffler concludes will be the two major streams of change in education in the 1970's. One has to do with what he calls action and action-learning - moving education outside the classroom and involving learners with the real life activities of society. The other has to do with the role of time in learning, with building "future consciousness" into the culture.

In combination, the movement toward action-learning and the introduction of the future as a central component of the curriculum will have a profound impact on education.

Let's look at education today in Maryland to see if anything is happening that may be leading us in this direction.

First, I would like to examine curriculum development during the past ten years. Since I have been with the State Department during this period, let's look at the materials published by the State Department of Education. In the middle 60's, we published two basic guides in curriculum; (1) Design for Planning the Program of the Elementary School; and (2) Policies and Programs for the Secondary Schools. Chapters on the major curriculum areas appears in each. We wrote about fundamental concepts, relevant and authentic knowledge, and the development of attitudes. Teachers were comfortable with this because after all, they had been prepared to teach science, social studies, art, etc. And, of course, they had a well defined course of study and, more often than not, a textbook to follow. Expectations mainly required that they work with their groups of 30 within the four walls. On occasion, two things may have happened--special topics were assigned and students were permitted to go to the library for research study. For some students, a second experience was provided, which we called the field trip. Librarians were helpful in providing enrichment materials, but, for the most part, teachers felt secure within the classroom.

The latest publication in curriculum at the state level is Environmental Education: A Maryland Approach, an interdisciplinary curriculum framework for kindergarten through twelfth grade. Here, a relevant problem of our society today is examined; the guide looks at the problem in three areas: (1) scientific and technological considerations of the environment, (2) social considerations of the environment, and (3) aesthetic considerations of the environment. (Do you recognize the art, science, and social studies of ten years ago?) On each page a particular concept is presented. Under each concept a subconceptual statement, statement of expected student behaviors, and indicators of acceptable performance at three levels appears.

Teachers aren't as comfortable with this type of curriculum. There is no textbook to follow; experience and materials must be current and relevant to the particular students. Materials must come from many different sources, and many varied backgrounds are needed to do an effective job. The walls of the classroom are disappearing and the teacher is anxious for others to join with her in using this curriculum. Teachers are pleased to have media specialists share the responsibility of providing effective learning experiences for students.

This leads to my second observation of the past decade. The middle of the 60's saw a change in the structure of the building that housed the laboratory of learning. The egg crate

buildings began to disappear as architects planned for more freedom of movement for students. This was brought about when educators were asked what type of learning experience they would like to provide for children. As this was translated into building form, problems arose; reality caught up with idealism and we, as classroom teachers, had to learn to work closely with others and share the responsibility for educating children. At this time, we began to see the librarian as a partner in providing learning experiences rather than a keeper of books. It hasn't all been easy, but we have come a long way. Now we teachers and media specialists need to share the responsibility for planning curriculum and not wait until we start using the curriculum.

The Environmental Education curriculum best illustrates this point. This curricular framework requires varying materials from many sources that are not found in schools, and yet we are just now telling you about it. How much better it would have been if media specialists had worked with us from the beginning--for then the materials would be in the schools for teachers and students to use. Conscious recognition of this fact is one step toward solution. I shall continue to work toward having media and instruction share responsibility for the curriculum in the school.

The last point that I would like to make concerns the learning styles of students and strategies for teaching. For years much has been said about the individual learning styles of students, but I believe that we haven't done much about it. Why? Perhaps we have failed to give proper recognition to the fact that teachers also have individual teaching patterns. Often in the past, the two would meet in classrooms and become misfits.

Today's schools are committed to a variety of learning strategies--strategies such as open classroom, individualized learning, multi-age grouping, and affective education. While different, each strategy shares a common concern for breaking up old teaching patterns and reaching out to create new learning experiences. This is where the expertise of media specialists is vitally needed. They can become a viable part of the curriculum by providing opportunities for a more compatible matching of teaching-learning styles which help promote the long-held educational ideals of individualization and personalization.

In closing, let's examine the title, Media and Instruction: Intertwining Partners. Several different words were at first considered for the title and rejected; i.e., interweaving, which seemed to suggest too definite a pattern; and interlocking, which sounded too final and immovable. Intertwining, according to the Random House dictionary, means to twine together. This

word doesn't say it all but it allows the mind to form its own mental image. To me the image is of an ever-changing concept which moves slowly and inescapably together - that is the way media and instruction best serve the needs of children.

THE MAGIC LANTERN: METAPHOR FOR HUMANISTIC EDUCATION

Dr. Bruce Joyce

Professor

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> "A century devoted to the rationale of technique was also a century so irrational as to open in every mind the real possibility of global destruction. It was the first century in history which presented to sane and sober minds the fair chance that the century might not reach the end of its span. It was a world half convinced of the future death of our species, yet half aroused by the apocalyptic notion that an exceptional future still lay before us. So it was a century which moved with the most magnificent display of power into directions it could not comprehend. The itch was to accelerate--the metaphysical direction unknown."[1]

The complexity of our present social situation has outdistanced our adaptive capacity to the point where the world is in danger and personal chaos threatens most of us. Strangely, we now possess the capability to redesign education (and many other institutions) so that they become a major force for personal fulfillment, common enterprise, and the humanizing of society.

Our task is to identify the dynamics of our difficulty and to present propositions on which we can redesign the system.

Specifically, my charge is to relate contemporary information about communications and media technology to the task of reconstructing the institutions devoted to education. My relative ignorance of communication research prevents the possibility of dealing with questions about the substance of communication which should be taught or the strategies which might be used to teach communication skills. This limitation is fortunate, for the domain which remains is enormous. To limit it further, I will focus specifically on the problem of adjusting education to the contemporary media ecology -- both to enable people to cope with the current social world and to use the developments in electronic media to increase personal development, social fulfillment, and the rejuvenation of society.

The Institution is the Message

To sharpen the issues, let us begin with a visit to a mythical school of the future. The design of this school com-

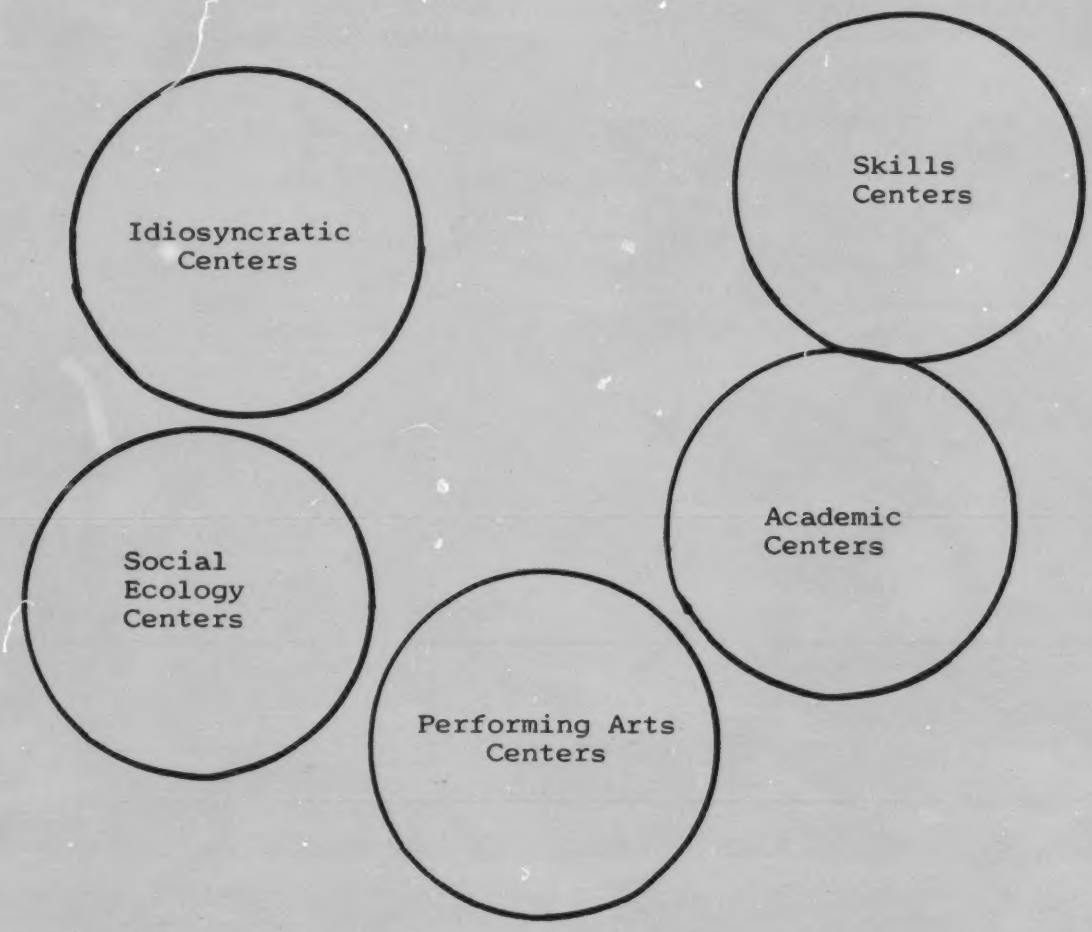
municates the primary message of the paper, just as the chief impact of any institution is from its form -- an influence more powerful than the specific activities and substantive communications which are engaged in within that form.

Our school is not housed within a single building.[2] It is organized as a series of learning centers which occupy a variety of physical locations. To visit it we must move from one center to another, although we find that some technical support systems are common to them. In fact, a general storage and retrieval system is designed so that students can retrieve information in several media and also instructional systems from their homes as well as from the learning centers.

The learning centers are designed to serve several purposes, as indicated by the names in Figure One.

Figure One

Learning Centers by Purpose



Idiosyncratic Centers

These serve the students on their own terms. They are staffed with counselors and facilitators who relate to students as equals, helping them formulate their goals and procedures. The facilitator-teachers help the students relate to a wide variety of part-time teachers -- members of the community who serve, largely on a voluntary basis, as tutors, resources, advisors, and teachers of short courses.[3] In addition, they help students relate to the other centers where other teachers and tutors can serve them. The Center for the Performing Arts, for example, serves individuals who wish to relate to activities in that center, as does the Social Ecology Center and the Academic Study Centers.

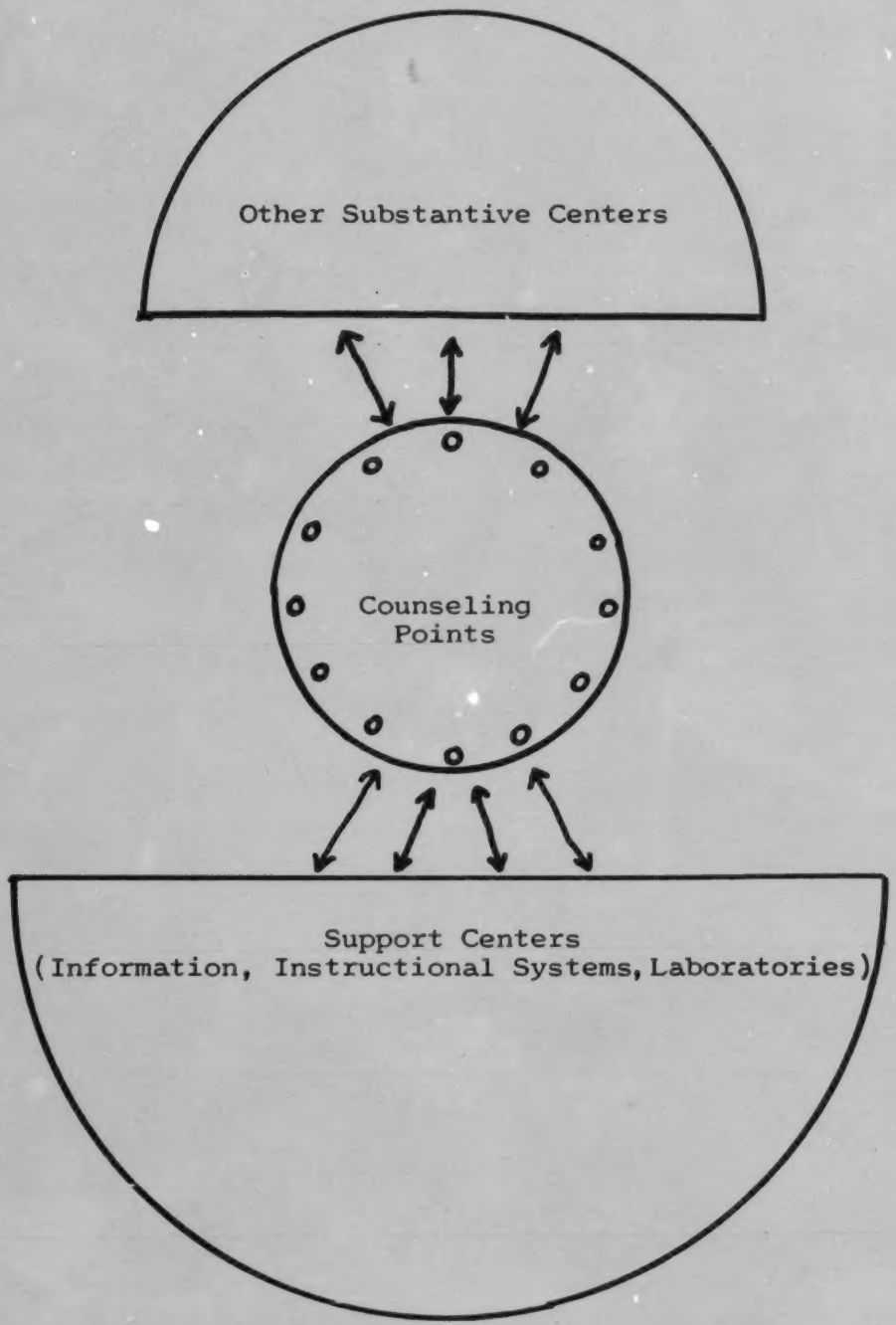
The Idiosyncratic Centers are also supported by a multimedia "library"[4] and data bank, most of which is automated and employs microfiche and microfiche copymaking units to bring access to virtually all the material available in the Library of Congress. Many of the automated storage facilities are shared by all the "schools" of the region. The library supports all activities of the other centers.

The center is also supported by the instructional Systems Bank, which consists of an array of self-administering, multimedia instructional systems in the most common areas. A modular plan permits students to select among the offerings and assemble sequences of them to serve specific purposes.

Thus, the Idiosyncratic Centers consist of counseling areas, where students (of all ages) make contact with counselors-facilitators who help them define their own goals and procedures and relate to the support services they need to actualize their plans.

Figure Two

Organization of Idiosyncratic Center



The services of the Idiosyncratic Center are available to students from their early childhood until senescence. A student can use the counseling services to obtain personal counseling, diagnosis of needs, facilitation of career education, to follow hobbies, or to obtain advanced training in academic areas of performing arts. In the early years, the Idiosyncratic Center provides 25 to 30 percent of the entire schooling experience whereas by middle age most schooling is obtained through it.

The Human Ecology Centers

Whereas the Idiosyncratic Center is designed to facilitate personal growth and to enhance individuality, the Human Ecology Center is devoted to the process of improving the society. It is organized to facilitate problem-solving groups who study social issues and problems, examine and improve their own interpersonal behavior, and generate social action to alleviate social problems and initiate improvements in societal relations.

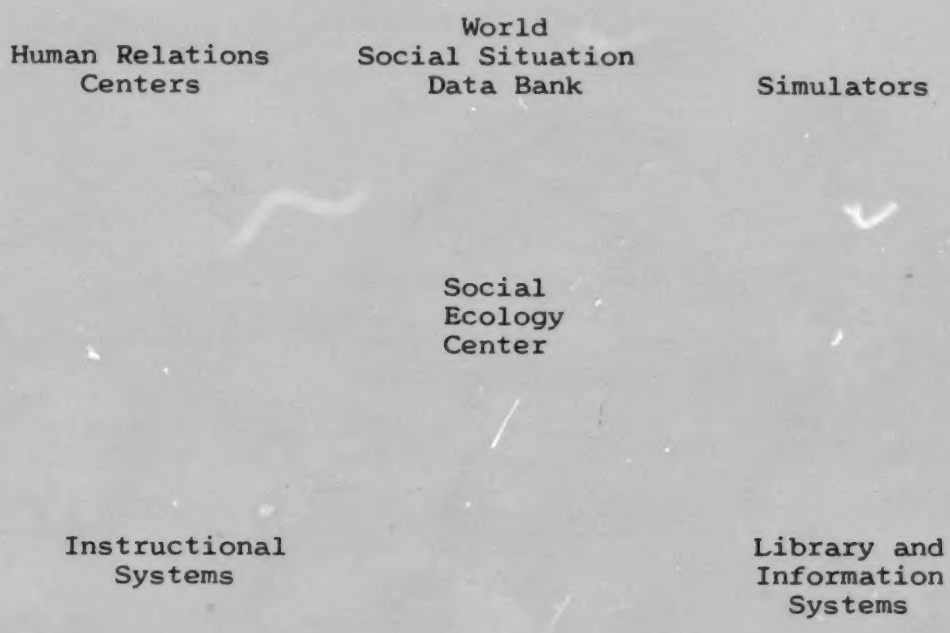
The library, data bank,[5] instructional systems centers and the Academic Center provide support, but the Human Ecology Center employs a series of simulators and an information retrieval system based on the Social Situation of Planet Earth as essential supports. An urban simulator supports the study of community problems, an inter-nation simulator provides service to the study of international problems, and an Earth Resources simulator is used to study biological support systems.[6]

The teachers in the Human Ecology Centers are group leaders, for the most part, skilled in human relations training and the use of teaching models which facilitate dialogue on social problems and the organization of social problems.[7]

Students relate to the Human Ecology Center from the earliest years, but at first they concentrate only on neighborhood problems and face-to-face human relations. Gradually they increase their scope, studying ecology, urbanization, government, and the creation of an international community. The simulators enable them to study social process and try on alternative modes of social behavior. Human relations exercise helps them to explore ways of reaching out to one another and organize themselves to improve social life in day-to-day relations and in the generation of action to improve societal patterns.

Figure Three

The Social Ecology Center



The Skill Center

In the Skills Center students relate to diagnosticians who assess their communication skills and basic areas of knowledge, helping them to relate to instructional systems and to tutors.

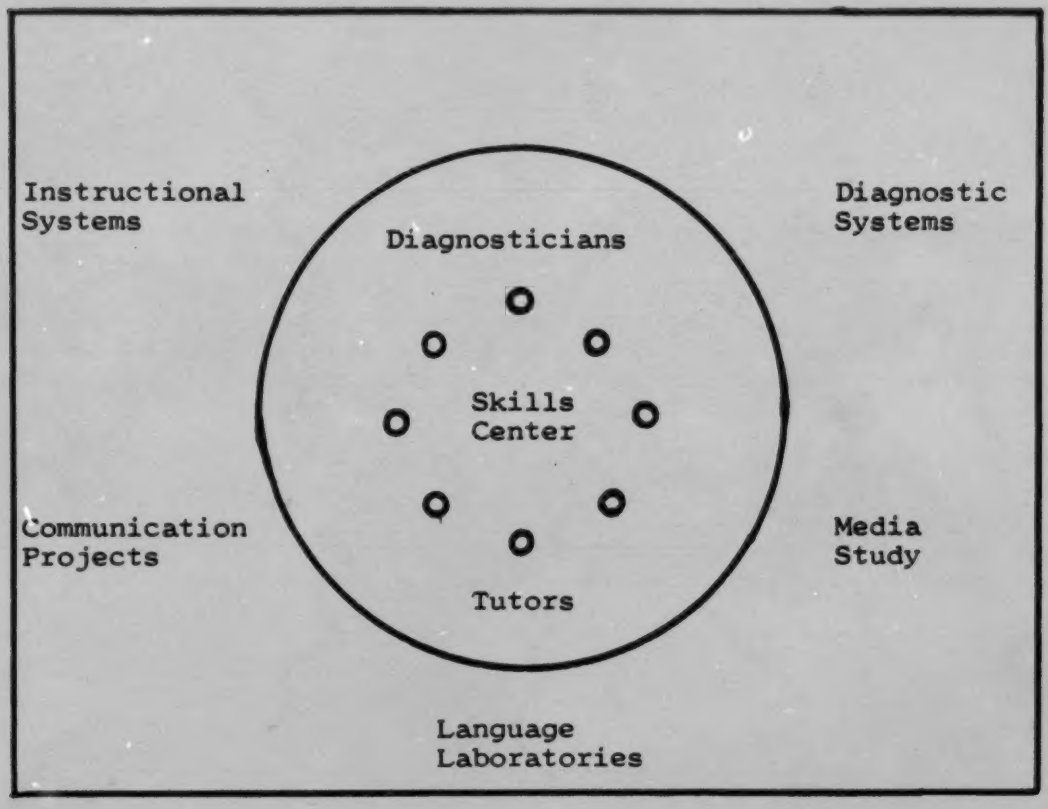
While the younger child spends considerable time in the Skills Center or pursuing related activities, persons of all ages relate to the center, improving their skills and learning new ones.

Communications skills in all media are included in the center. For example, making and comprehending film is as prominent in the center as is writing and reading. Seminars on form and substance are correlated with the study of encoding and decoding skills so that the structure of media and symbol systems and the processes of encoding and decoding messages are made. At the advanced levels, the studies would include training in the comparative analysis of media and symbol systems and the creation of communication units in alternative modes.[8]

The Skills Center would also include training in the use of the support systems which facilitate each of the learning systems. Training in the use of multimedia instructional systems, information storage and retrieval systems, and diagnostic and management systems are embedded in the center. The Skills Center includes technical training in self-education which complements the counseling in the Idiosyncratic Center.

Figure Four

The Skills Center



Academic Centers

In the Academic Learning Centers (in the humanities, aesthetics, empirical studies, mathematics) students join groups of other students for three types of courses. One is survey courses in specific areas, conducted by teachers with support from the Instructional Systems Center. These are followed by inquiry courses in which students work with academic teachers to try on the modes of inquiry of the disciplines. Advanced students relate to academic tutors who help them construct plans of personal study and to relate to groups of similarly advanced students. These centers are housed in laboratories which are especially constructed for the discipline (physics laboratories, art workshops, etc.) and are supported by the Library and Instructional Systems Centers in the same way as the other centers.

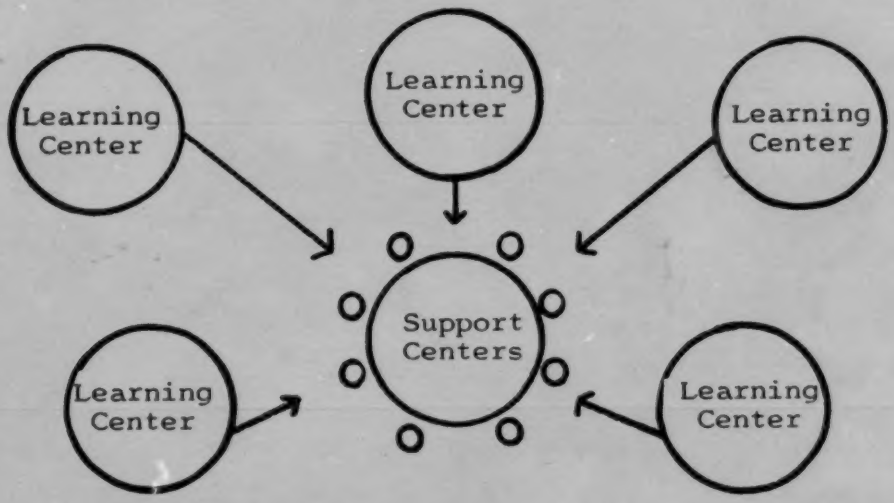
The Performing Arts Center

Music, drama, television and film production, dance, athletics, and the other performing arts are housed in a network of laboratories, workshops, and little theaters throughout the community. Students relate to the Performing Arts Centers in a variety of relationships, some for an initial survey experience, others for recreation, some for skill development, and others as a long-term, expressive venture.

The school contains other learning centers, but the number described thus far is probably sufficient to provide a concrete idea of the concept on which it is developed.

Figure Five

Learning Centers and Support Centers



The essence of such a school is the acquisition of a variety of models of learning[9] strategies which the student would use to educate himself.

The student, in such a school, would create his education from the array of learning opportunities offered. "Nurturant" teams of counselor-teachers would help the younger children do this, and would provide a stable environment for them in "home base" locations. The older students would turn to their Idiosyncratic Center counselor for assistance. Adults would operate on their own unless they wished to consult their Idiosyncratic Center counselor.

Thesis

That such a school should exist is the thesis of this paper. Why it should, and how we can create it, is argued in a series of propositions.

Why Should We Change the School?

Four reasons are argued as propositions.

The contemporary media ecology--our social world--is vastly out of synchronization with the present school.

If the new media are applied to the old modes of education, a Huxleyian world will result (an industrial mode made monstrous by technetronic exaggeration).

The present school is fitted for a hierarchical, industrial society not for the post industrial technetronic order.

The old education was designed to homogenize men and to set them competitively against each other for common goals. We need diversity and cooperation instead.

The form of the school was actually created for preparing children for pre-industrial village life. Like the village, it repels innovation and personalization and must be replaced by a fluid, powerful form for life-long education.

We will examine these propositions in turn and then consider concepts for rebuilding education.

Proposition One. The technetronic revolution has created a new social world which outdistances the response modes taught in present schools. New models of learning are required to provide strategies for collective action and personal development.[10]

McLuhan's The Medium is the Message captures the essential effect of media technology on social life. "What we are considering here. . . .(is) all the psychic and social consequences of the designs or patterns as they amplify or accelerate existing processes. For the 'message' of any medium or technology is the change of scale or pace or pattern that it introduces into human affairs."[11]

What he has termed the "global village" has become our normal habitat. The nature of this world has been created by changes in our media technologies and the process of media change is circular. As media transmit messages, they transform social life. In turn, this transformation is content for transmission by yet other transforming media. (Thus information about airplanes is procured and transmitted by radar, retransmitted by radio, processed by computer, and interpreted through systems analysis. Humans enter this process constantly and contribute degrees of clarity and distortion. The scale, pace, and pattern of social relations have changed--changing the content of life.)

The messages of form and those of substance are both information, but the media constitute not only information but also the environment through which we relate to all other aspects of our world. Ivin's remarkable study Prints and Visual Communication is built around this theme: "For centuries the European world had been unable to distinguish between factual reporting, with its necessary requirement of verisimilitude (of which perspective was an essential part), and that expression of values, of personality, and of attitudes toward life, with which verisimilitude is always at war.... At last, thanks to the photograph, visual dream and expression were no longer required to conform to the informational reportorial demands of the ordinary businesses of life."[12]

Ivin sees the photograph as the culmination of a long line of attempts to report reality. "Although it has very great limitations, it has no linear syntax of its own and thus has enabled men to discover that many things of the greatest interest and importance have been distorted, obscured, and even hidden, by verbal and pictorial, i.e., symbolic syntaxes that were too habitual to be recognized. It is unfortunate that most of the world is still unaware of this fact.

"In a way, my whole argument about the role of the exactly repeatable pictorial statement and its syntaxes resolved itself into what, once stated, is the truism that at any given moment the accepted report of an event is of greater importance than the event, for what we think about and act upon is the symbolic report and not the concrete event itself."[13]

The implications of this situation are barely explored at this present writing. Only two hundred years ago the events that

triggered wars were reported by a few eyewitnesses to heads of state who in turn reported these and interpreted them to the people. The medium that was accepted was one of symbolic transmission by a very few people whose verisimilitude could not be judged. At present, television cameras and motion picture cameras move onto the scene of events and the resulting images are transmitted to the bulk of the people in terms of the significant events as these are perceived by cameramen, producers, and editors. The mediatechnology world is different both in the substantive message which is received from the more linear media but in the social situation which has evolved.

What McLuhan, Mailer, and Ivin are emphasizing is the importance of learning to live with a particular world of information transmission. Whereas when our present educational system was created we were very much separated from one another in that very few of us could contact the individuals who had been the eyewitnesses to events. Thus, if someone wanted to claim that a political leader had been killed at Sarajevo by a person of a particular nationality, we were in no position to argue inasmuch as we were far separated from the individuals who wished to believe that or who had information that that was true. If the Hearst papers wished to claim that the Spanish had blown up the battleship Maine, who was to argue? In addition, we were accustomed to living in a world characterized by fragmented forms of communication. We know that very few of us could have images of an event except through print or oral communications transmitted through many intermediaries.

At present, however, we live with documentation of a different order. We were all present, in one sense or another, when Lee Oswald killed John Kennedy and when Jack Ruby in his turn killed Lee Oswald. In the case of Ruby, we were able to observe the television images of him firing the gun and saw the impact of the bullet on Oswald's body. We experienced the direct shock of that impact, and we have grown accustomed to living where we could perceive events from media which minimally distort the reality which is being reported and which give us a sense of participation.

At the same time, the very verisimilitude of pictorial images and recorded sound has caused us to become acutely aware of the function of the hands which hold the camera and the microphones and which, more important, edit the products thereof. The Democratic National Convention of 1968 has driven that point unforgetably into the American consciousness. Questions of bias by Chicago's Mayor Daley about the reporting of the news teams of the major networks, the various staffs of the candidates, and the participants in the streets have left the nation struggling with a legacy of alternative views of the same events. The outcome of the national election may well have been determined by the ferment attending the convention, a ferment which in all

senses was "mediated" not only in that events were mediated to us and shared by us but in the sense of our awareness of living in a common world as if suspended like colloids in a solution of media. This is the message of the film, Medium Cool, whose very title is an ironic metaphor taken from McLuhan's slogan about the properties of television.

The problem is not that contemporary media require intellectual skills which were not developed formerly--I see little evidence that the "decoding" processes are fundamentally different. What has happened is that participation in social life requires substantially different modes of behavior than were adequate in small isolated communities dominated by print and oral communication and relatively primitive graphics.

Current educational systems simply are not teaching people how to live in mass, electronically--connected societies.

Proposition Two. Due both to social changes and to the new possibilities which communications technology have created, we cannot improve education simply by applying new knowledge and technology to the old educational modes but must instead create new ways of educating and support them with our new technology.

Why can we not relate our advances in media and other technologies to the future of education simply by thinking of their application to traditional educational purposes and methods? Certainly the application of film, television, computer, and new types of print to the traditional teaching tasks of schooling is an important enterprise and one which is sorely underdeveloped. However, with other developments, they have created for us a new world which has to be lived in and comprehended. While creating frightening complexities and prospects, they have given us power that we did not have when the traditional education was conceived. Media technology and other forces have brought about a new world which requires a new education if we are to create the likelihood that the century will reach its span and, as the other side of that coin, realize the extraordinary power we have been given.

McLuhan neatly underlines the problem of responding to new possibilities: "When radar was new, it was found necessary to eliminate the balloon system for city protection that had preceded radar. The balloons got in the way of the electric feedback of the new radar information."[14] The analogy may apply to much of our school curriculum, educational modes, and even the entire way we organize ourselves for education. We can afford to use only those portions of present education that enhance the perception of our technologies and their psychic and social consequences and give us necessary control over our personal and social destinies. This is why the importance of

of media to education is not because it enables us to do the old things more efficiently. The essence of the implications of the media changes for education is that the media have created a different world in which we are presently unable to live effectively and this world requires a new education both in order that we may be able to survive in it and that we may be able to capitalize on its potentiality in order to increase our own possibilities as human beings and take charge of our common destiny. If we do not make fundamental changes in education, we will drift with the winds of technology and obsolete social organizations and probably create a world almost exactly like the one that Huxley envisioned in Brave New World. One in which the human dysfunctions of the educational system are magnified and made crushing by the addition of more powerful technology. In fact, the Huxleyian technical tyranny would probably be preferable to the second most likely alternative if we do not gain control over our new world--a terminal experience in machine-mediated violence.

In the case of technology the essence of moral activity is not simply in what we choose to do but in the development of restraint as well. When man invented the hatchet, he could will to use it to provide food and work and shelter or to make war with it. The hatchet was inefficient enough that warlike man could not exterminate his species with it. The Intercontinental Ballistic Missile System is not so important. The determination not to let technology run riot is as critical as learning how to rejuvenate ourselves through it.

This problem is so pervasive as to affect all areas of life. For example, as governments learned to manage citizens, some leaders created petty tyrannies, but until recently communications did not permit very many of them to control very many aspects of life. Now, however, systems management procedures provide governors with enormous and pervasive planning and monitoring capability power which in fact must be exercised because of the complexity of world problems. In many cases, technologies must be controlled by political process or be controlled and exercised by technologies who become the true governors. Presently, the power of the advertising and entertainment industry to shape minds through media is beginning to control the electoral process when their technology is turned toward it.

Restraint, then, becomes essential. If man is to control his destiny, he must achieve the power to control his mediated world. In the domain of education we can control media so that learning technology increases the freedom, competence, and aesthetic richness in life, or we can allow it to be used to reduce freedom, pander to the petty capacities, and deaden aesthetic pleasure by casually letting learning technologists spread a deadly mode of education simply because it is available and efficient.

The early history of educational media technology was dominated by considerations about the specific usefulness of various media to present reality to students. As Saettler[15] points out in his exhaustive history of technology, the exhortatory literature was dominated by the assumption that verbal instruction left must to be desired because it is so far removed from reality whereas the visual media are superior because they are closer representatives of reality and should replace or supplement print or the spoken word because of the quality of verisimilitude. This questionable assumption was understandable when the chief purpose of the educational technologist was simply to increase the efficiency of the teacher. With that purpose the character of media as transmitters of messages about reality could be the dominant focus of concern, and it was not unreasonable to try to diversify the media which were being used in the classroom so that the dominant media--the teacher's voice and textbooks written by hacks might be augmented or replaced.

That old concern, to help teachers diversify their approaches, is no longer the most pressing issue. Rather than beginning with the classroom and seeking to improve learning within its confines, we need to design centers for learning and determine ways of making them available to students in accord with humanistic missions.

Proposition Three. The present educational system was constructed for a status-oriented, slowly-changing society, in which consumption of the world's resources was expanding and the needs of industry dictated the content and structure of the educational system.

The technetronic society changes rapidly, requires constantly-negotiated status, is conservation-minded and post-industrial (service-minded) in organization. It requires an education to match.

The Industrial Order and the Structure of the Educational System

The basic forms of the present-day educational system and the most practiced educational methods evolved slowly throughout the nineteenth and first half of the twentieth century when the modern industrial state was being developed. Nearly all of the characteristics of education-in-practice were derived from the needs of an industrial society and the desire to provide citizens with the opportunity to make their way within the industrial hierarchy and the social status system which reflected it.

For example, the content of education (reading, writing, and arithmetic as the basic skills and chief content of elementary

education; higher mathematics, government, literature, and languages in secondary education; vocational and technical preparation in the junior colleges; and academic scholarship and professional study in the senior colleges and universities) were all designed to provide entrance to the economic world and to help people establish and maintain families in that world. Nearly all of the educational reform movements which ran counter to that direction have not been successful. The child-centered education movements (1), movements to create citizens who would develop a new kind of democracy (2), and even academic reform movements (3), were not incorporated into the central flow of education unless they fit the requirements for mobility within an economic community. The arts and literature have never achieved a central place in the educational scheme for this reason. (If, for example, a young man were to become too interested in the arts, he became somewhat disfunctional economically, and it was not in the interest of the community especially his family and that of his girl to encourage this.) Such important areas as human relations training have not been incorporated in the schools because they have such an indirect effect on economic success.

Many of the liberal reform movements of the last twenty years have tried to extend the possibilities for inclusion in the economic society rather than to change the direction of education. Equal opportunity for education has obviously been denied to blacks and to other minority groups and in response compensatory education procedures, the integration of school systems, the great expansion of community colleges and higher education, and the reduction of race and class-related barriers to admission have all been attempts to bring to more people the possibility of economic advancement.

In addition, the graded form of education fits the need for industrial classification nicely. One's economic future is determined by where he gets off the educational ladder. This has perpetuated and reified the inequities within the system. The economic advantages conferred by categories of accomplishment has had little to do with the direct vocational utility of education. Very few people would pretend that the liberal education at a private liberal arts college was direct preparation for middle management in industry, but for many years, industrial recruiters combed the liberal arts colleges because they screened out persons of fairly high potential, provided them with general knowledge, and socialized them to advancement within the industrial world.

The methods of education--largely drill and lecture--have been tuned also to industrial society, for they resulted in regimentation and socialized children to a competitive, "work-for-the-goals" view of life, one well-suited to the present economic order. All this will soon pass--for the world has changed.

The simple fact is that education for mobility through the system has become a false hope for most people. We are presently producing far more educated people than can be absorbed in the industrial commerical system at the kinds of levels which persons of that amount of education have come to expect. Many of our professions, even the social professions, such as law, engineering, education, and social work, have become vastly overcrowded with qualified people. In addition to this, it is plain that we cannot continue to expand the industrial system indefinitely without destroying our ecology, both the social ecology and the biological ecology, which are, however, not unrelated systems. Previously, as we expanded educational opportunity, there was hope that industrial and commerical enterprises would continue to expand and provide further opportunities so that there would be more jobs and more modes of living than before.

The fact is that technetronics has greatly reduced many of the traditional types of jobs and will continue to do so. It is also clear that simply expanding the consumption of our plant, and providing more consumer goods, cannot go on indefinitely if we are not to destroy our biological ecology. Urban industrial sprawl has been equally destructive to social life and the increasing standardizations of products and culture and the awareness of that standardization which is brought to us through media has exacerbated the problem.[16]

Equally, the possibility of a terminal economic education has disappeared almost entirely. There plainly are not going to be simple career lines which do not require a constant re-education and even an entire reshifting of careers. In a world in which technetronics brings about constant change, the traditional preparation for a traditional profession which one could expect to remain stable throughout his lifetime with only small increments or changes has changed almost entirely. The world is changing so fast that constant readjustement is necessary.

Similarly, social life has changed remarkably. We are linked to each other through electronics in myriad ways, and the events in one part of the world greatly affect the other both through industrial linkages and through communication. Forty years ago we could talk about education for one world as a kind of socialization of people to a warmer way about feeling about strangers. At present it is a vital necessity that the educational system teach us how to live in the global village, and that we learn to make that global village a kind of world in which we really want to live and in which we can live with each other.

It is not only our international life and technical-industrial life that is changing. Urban sprawl has changed family life enormously. Commuting, being shunted from job to job,

moving from house to house, our children moving from school to school, and living in constant demands for readjustment have taken us from the simple village life within an extended family or the quiet, settled life in a long-term neighborhood, and plunged us into a social maelstrom within which we feel helpless and which creates anomie, making us feel alienated from ourselves and from each other. In my childhood, visiting my grandparents and my grandparents' friends, I sat on Victorian sofas and chairs which they had bought at the time of their wedding in the parlor of the house which they had bought at that time also or shortly after. When they died and we went through their possessions, we found that those were the accumulations of a lifetime. They had, we discovered, essentially lived in one style for their entire span. That style of life is so rare as to have become an anachronism today, but its passing is not unlamented. One of the great sources of bitterness on the part of white blue collar workers who have moved from urban neighborhoods to escape integration with blacks is that they feel that the solidity of their old neighborhoods which they knew as children has been torn up and destroyed in the change of the northern cities. Without condoning their racism, we can only sympathize with the problem they face as the community matrix of their social life is torn up and even destroyed. We have to create entirely new modes of developing families and family relationships, communities, and community relationships, nations and relationships within nations, and a mode of international citizenship which can enable us to survive and reach far beyond survival to a richer existence. Each of these levels of relationships are incredibly complex in the technetronic world.

The complexity is magnified at the most personal level--in family life. For many of us the support of our extended family is gone. We try to raise our children and cope with one another's frustrations by ourselves. A husband and wife feel isolated against the world, and when they have difficulties in their relationships, these difficulties seem monumental because they threaten the only source of social stability that either party knows. The problems of marriage are enormously intensified by the outlandish importance of the conjugal relationship in the life of both parties. Small discontents, peccadilloes which in the matrix of an extended family would be laughed out and coped with by the social group become magnified out of all proportion because they represent defects in the only seemingly stable relationship in the lives of the couple. Thus the family unit, once so desirable, seems much less desirable to many young people, and the having of children which seemed such an incredible joy only a few years ago now seems fraught with danger and has become a distinct economic liability in an uncertain world.

<u>The old education, created for a simple, stable world of primitive media, focused on simple lines of social life within</u>

the extended family and simple career lines within a slowly changing economic world, has disappeared as a useful force. To continue to educate children for the past world is a travesty of educational morality.

We cannot find long-run solutions to educational problems primarily by applying technetronic educational devices to the old forms of education because the more powerful media would only compound the problems created by the mismatch between social need and present education. At present we have an outmoded education. If we use contemporary technetronic devices to increase the power of that obsolete education, we increase the obsolescence of the system rather than modernize it. Huxley tried to tell us this very clearly in Brave New World, when he combined an old-styple social order with an old-style education made enormously more powerful through the use of contemporary technetronics. The Huxleyian world will surely result if we assume that present educational forms will be made adequate simply by increasing their power and efficiency.

Proposition Four. Industrial-age education was created to homogenize men. Our challenge is, rather, to increase commonalty and diversity simultaneously.

The existing educational system was designed to standardize persons by teaching them the same thing. The "educated" man was one who shared a common body of knowledge with other men. Just as standardization in commerce has decreased product differentiation, so has the spread of the educational system increased the threat to human diversity. The reactions of blacks, American Indians, and Mexican-Americans within the United States to an education which neglected their cultural heritage reflects the discontent with and fear of the standardizing power of the educational system. In the early part of the twentieth century, the educational system deliberately ignored the ethnic differences of the immigrants to the United States in an effort to create a melting pot and to form a new standard American heritage. The purpose of education was to eliminate cultural diversity rather than to increase it. Nearly all professional and technical education has the same goal in mind--to teach one the common technology in order to enable him to function in a world of standard procedures. Standard procedures are necessary for efficient functioning within any technical area, but when standardizing techniques spread across education, they are a threat to the personalization of education and to identity within any sub-cultural group which shares different values, norms, and heritages from that of the main stream.

There is no doubt that much of the current world-wide hostility toward America stems from the fear of homogenization through the impact of media technology. It was in America that

the industrial age first gave way to the technetronic age, increasing our capacity for imperialism through technology. The American expectation that, in the long run, an international American-style culture should be established provided the value base which all foreign groups find so threatening to their existence, and with good reason.

The obsolescence of the old forms of education can be seen in terms of purpose, substance, and form. The purpose was to homogenize society and to provide upward mobility through an industrial system. The substance was the substance of a primitive media world, one in which communication was largely through reading and writing, and through oral communication within the village. The form was mediation largely by textbooks and through multipurpose functionaries called teachers.

Proposition Five. The primary setting of education, the classroom, and the chief mediator of instruction, the multipurpose teacher, are obsolete.

First, the "classroom" as the primary "sub-institution" of learning is obsolete. When the school as we know it was created, the primary way of helping someone to learn was to get him together with an older and more knowledgeable person. The things to be taught were largely the familiar symbolic skills of the Western tribal civilization and it was not difficult to find some older people who would try to teach them to the young. The evolutionary forms of the school that followed were simply variants on the early classroom organization--the assumptions remained that an older, more tutored person would be brought together with a group of students. Two primary forms of staff-utilization developed. One of these is called the "self-contained classroom" and centers around one or more teachers assigned to a group for whom they are responsible for most subjects. The other divides the responsibility by subject, with students shuttling from teacher to teacher.

These arrangements made relatively good sense so long as education was conceived in terms of relatively simple subject matter to be transmitted by relatively simple models of teaching to students who were conceived of as a rather undifferentiated mass. However, it is hard to conceive of arrangements more foreign to the contemporary media environment or more hostile to most of the possible models of learning or technological supports to learning. Individualization is extremely difficult in both the self-contained classroom (too many subjects to teach too many children) and the departmental instructional period (not enough time). Personalization is virtually impossible. The competency limitations of teachers are compounded by the impossible responsibility and the pressure for mastery of simple content.

It is small wonder that media specialists were content for many years to try to bring a greater diversity of media into this

situation. Research into teaching has disclosed a remarkably flat national style of teaching centered around exposition and drill (over two-thirds of communications in the classroom are by teachers, over two-thirds of the questions asked are by teachers, and over nine-tenths of those are requests for specific answers)[17] which cries out for improvement. Media technologists and other reformers have made the understandable mistake of trying to improve the situation without changing the classroom style of organization. This style has successfully repelled nearly every form of innovation.

Let us look at these propositions together.

First, we are now linked by a vast variety of media which have the capacity to inform us continuously on many levels. This society is changing very rapidly and requires constant re-education and readjustment. The industrial-age educational system is woefully inadequate and we have the terrifying possibility that if our powerful new media are applied to the old forms of education a Huxleyian tragedy may result.

Concepts for Forward-Thinking

Radical reform is needed. Our task is to generate concepts for building a vastly different array of educational centers.

Concept One. Reform needs to be guided by emergent humanistic purposes.

Education is always a moral enterprise because it involves intervention in the lives of human beings. In the case of broad educational design, one plans for tens of thousands, even tens of millions, of people, and the moral concerns which guide the directions of education have to draw education toward conceptions of human purpose powerful enough to capture and focus the needs of society.

The following statement reflects one man's view of humanistic purpose:

The Goals of the New Education

1. A primary goal has to be to comprehend and master the dynamics of the new technetronic world. We simply cannot permit people, if we have it in our power to avoid it, to be unaware of the nature of the technetronic world and unable to participate in its recreation. An education has to be designed which can permit people to comprehend media and media forms, to understand the structure of society at the four levels which are important to the creation of the self and to the understanding of the global village.

2. We have to seize control of education and shape it to provide students with control over their destiny rather than the opposite, which was the case before. The new multimedia systems provide us with much greater power than we have ever had to build an education in which students learn models of learning which help them to acquire more education and to use the technological devices for their own self-development rather than to be controlled or caught in them. We can contrast sharply the concept of linear educational systems designed to turn out students as products and dynamic responsive educational systems designed to give them control to use these throughout their lives.

3. Citizens need to seize control of the tasks of reconstructing society at each of the four levels. A powerful education has to be built to help people recreate interpersonal relations, recreate communities, recreate the nature of their nations, and recreate the global village and the shape of the cooperative spaceship Earth.[18]

The Focus of Reform

The task of reform is the creation of learning environments which permit greater fulfillment of individuals, a fuller actualization of the possibilities of community, and an involvement of citizens in the process of revitalizing and humanizing the society. This task is the core of the moral mission of education, the mission which reaches beyond the place of education as a reaction to the other dimensions of societal life to the imperative need for an education which has a positive role in the improvement of human social life.

The school of the past has been on an "industrial village" model, with teacher-taskmasters herding students through blocks of elementary material. Outside this school, the technetronic age emerged, led by technicians produced by the old education, which assumed that sheer scientific progress could improve the world without need for a rejuvenation of moral purpose and constraint.[19]

Now an education has to be devised in which students create their education in a contemporary environment of learning centers and in which they join the struggle to recreate governance at all levels of human society. The concepts we can use to design this education are partly the result of technical advances and partly derived from theories of institutional organization.

The enabling technical concept is that of multimedia support system.

The invention of multimedia instructional and support systems has provided the tools for creating learning centers in which a very large number of models of learning can be actualized

over a great range of substance with considerable variation in complexity. By employing our media-technology we can offer to the student a very great number of ways to learn a large number of things. In addition, we can give him much control over his learning so that he can develop himself in a quantity of possible directions unthinkable even twenty years ago.

The comparsion of the capability of multimedia systems with the range of the classroom is striking in the types of learning which can be controlled by the student as well as the ones which can be created for him. The achievements of industry and military trainees are perhaps the most clear because of the investment which has enabled elaborate development to take place, but these are by no means the only examples. To make the point, however, let us consider the creation of the flight simulator.[20]

This device is striking because it provides the opportunity to learn exceedingly complex skills which are related to sets of diverse and precise theoretical knowledge bases. It uses a variety of media which are brought together with a series of learning tasks which can be paced by an instructor or by the student, with the aid of tracking systems which provide feedback about learning to either the external training agent or the student acting-as-agent.

On a much simpler scale, Joyce and his collaborators have developed a learning center based on a set of data banks storing information about a variety of communities representing a diversity of human societies. This learning center can be used in relation either to models of learning which respond to learner direction or which provide structured learning tasks and systematic instruction.[21]

The development of multimedia systems has made the distinctions among various media (motion pictures, television, print, etc.) less striking than the possibilities in the design of complex systems in which an array of media are used in appropriate combinations to support the effort of the learner.

The development of multimedia educational systems completely transforms the number of modes of education which can possibly be implemented, permitting us to stretch our imaginations in ways which are totally impossible as long as we think of the classroom and the teacher as the primary mediator of instruction.[22]

On Organization

To replace the concept of the classroom, we have developed the concept of multi-modal or multiple-systems approaches to educational design. Rather than designing classrooms, we can design learning centers which employ different models of learning

supported by various multimedia systems. These centers can serve various educational missions and be arranged so that the education for any given student or group of students can be created by relating him to appropriate combinations of learning centers.

The obsolescence of the classroom requires new design capability. The capability of multimedia systems combines with the multi-modal concept to provide the base on which we can create a new educational technology aimed not at improving the classroom but rather at the creation of a flexible array of centers for learning.

Education need not take place in specific, multipurpose institutions called schools directly linked to economic advancement, but can rather be organized in terms of learning centers to which people have a lifelong relationship. These learning centers can be directly related to the needs and purposes of a contemporary education.

Varieties of modes of education can be maintained in these learning centers, each mode appropriate to the particular kind of education that is needed by people.

By providing a variety of learning modes we present to the students an array of ways in which they can develop themselves and give them the human support and facilitation to help them reflect on their goals and establish productive modes of learning.

Second, we create a variety of ways for students to reach one another and explore the possibilities of their common communication.

Third, a contemporary media ecology within the provinces of schooling, makes it necessary for the student to learn to live in such an environment. To capitalize fully on this necessity, we would have to develop the opportunity for students to explore the nature of communication and media.

Media are employed in two types of systems in the various modes--as information support and as instructional sub-systems. Depending on how they are arrayed, these two supports can vary both the options which are available to the student and the amount of control which is provided. To examine the possible arrangements, we need to consider the media options which can be brought together.

The Array of Media Support Possibilities

In the design of informational support and instructional support systems, we can distinguish a variety of dimensions which affect the type of support which is made available.

First of all are the media types, a partial list of which follows:

Motion picture
Television
Still flat photographs
Graphic representations
Microfiche
Transparencies
Audiotape
Phonograph records

Clearly these media vary greatly in verisimilitude and other factors which affect the message in a vast number of ways which we will not attempt to explore in this paper except that criteria of optimality have to be developed to guide us in the creation of information storage and instructional supports.

Second is the function of media types in storage and instructional systems. A partial list of functions follows:

Task presentation - any media can be used to present learning tasks and a vast variety of learning models can be employed to generate them.

Feedback message - the communication system is as important as the media which are employed.

Substantive information source - again, any media can be employed to store information units, but the message is affected by the media.

Three styles of arrangement of media can be identified:

Random Access

This concept represents pure storage, with tasks, feedback messages, and information units being stored in categories from which they can be withdrawn in any order.

Linear

This concept represents a sequential ordering of media types in terms of various functions. A programmed sequence orders tasks, feedback messages, and information sources according to a plan to induce sequential learning.

Dynamic Interactive

This concept represents the arrangement of media functions within a communication system which provides tasks, feedback and substantive information in a pattern

which permits instruction to be regulated according to learner performance and motivation. The pilot simulator is an example of a dynamic system, as is a language laboratory system.

Combining these media, functions, and styles of arrangement, we find the following potential combinations with any media types or combinations possible.

		Function		
		Task Presentation	Feedback	Substantive Information
Styles	Random			
	Linear			
	Dynamic			

The Array of Media Possibilities

When we consider the media types and the functions to which they can be put, we obtain an array of media possibilities rather than an analytic set of concepts which distinguishes media from one another. In one way or another, each of the media can be used in accordance with the possibilities of the matrix.

Each of the media can be used for each of the functions in one way or another. Motion pictures, for example, while they generally are used for linear information transmission, can be used for random access information transmission especially when a series of motion pictures on a particular topic are stored under a category system to which the student has random access. Motion pictures can be used to present tasks as they are in pilot simulators, and the tasks can either be within a closed system or a task can be selected by the learner. Similarly, feedback can be provided by motion pictures as it is in the driver simulator where a learner who turns the wheel to the right or left sees an image which provides him with the information he needs for corrective action. Similarly, in the teacher simulation developed by Kersh and his associates at the University of Oregon, motion pictures are used for reinforcement. When a teacher behaves in a certain way, he receives the reinforcing film, and when he behaves in a different way, he receives the punishing film. All of the media can be employed in all of these ways. This does not deny in any way the capabilities of the media. The purpose of this matrix is to present alternatives rather than, as indicated earlier, to analyze likenesses and similarities among media.

In the early days of literature on audio-visual instruction, much was made of the different capabilities of various media. The relevance of most of these distinctions has been greatly reduced by the invention of the concept of multimedia system. This is not to say that the concepts of media differences were not extremely useful, but they are intended largely for a time when the teacher was seen as the primary mediator of instruction, and it was important to teach teachers that they might use graphics and motion pictures as well as the chalkboard and their own mouths and textbooks as the primary media of teaching. Thus many of the concepts which distinguished, for example, the characteristics of an overhead projector and 35 millimeter slide from the concept of motion picture and the concept of chalkboard were invented in order to make these differences clear to teachers in order to encourage them to use a wider variety of media and the appropriate media for any given purpose.

Now that we can imagine organizing schools and other educational opportunities so that personnel are employed in many many roles, we need no longer use a language designed to exhort teachers to use more media, but we are now able to work with a concept of multimedia systems in which a variety of media are combined to perform various functions with respect to any educational purpose.

Suppose, for example, that we wish to design a system to teach mathematics to children. We can combine the various media to provide both random and sequenced access to information, to provide both designed and emergent activity initiation, and to provide informational and value reference feedback. For any given aspect of activity several media may function simultaneously or be very closely integrated to one another. We need not design so that all of instruction in any given area is carried out by any one medium.

The greatest change this is going to have, or at least the most obvious and easy to perceive, is that there will be such a small proportion in the future of instruction which is primarily agent-mediated and in which the other media play very small roles. In the future, we can expect much greater proportions of the instructional load carried by media and various combinations and our question is simply which learning models to use and in what combinations, and which media to use in what combinations, to support those learning models. Schools, even today, primarily use the agent medium and whatever model of learning he serves or is best suited to. The schools of tomorrow will find agents very much in the picture, but education in no area will be limited simply to what that agent can or will do at any given point of time.

Providing the Student with Greater Control Over His Own Learning

One of the great humanistic issues of our time is how we can use our technologies and especially our media to provide students with increasing control over their own behavior.

This is less a problem of how individual teachers should teach (which has been the traditional way of approaching the problem) but more the question, "How can we design the entire education milieu so that the learner obtains increasing control over his behavior?"

The fundamental proposal we shall make is to provide the learner with a variety of models of learning that he can exercise for his own purposes. The really helpless learner is not simply one who is controlled from outside but one who is unable to control his behavior because his own personal repertory is so limited. If a student has possession of a vareity of strong learning models, then he is in a position to construct his own education. If he does not have these, eventually one way or another he will come under the control of others or will simply fail to learn because he does not have the necessary wherewithal to put together a meaningful education for himself.

Models of learning exist in terms of four families.[23] The family of "personalists" includes those theoreticians and practitioners who focus primarily on the individual's construction of his own reality. Thus they focus on the development of the individual, and speculate on the environments which might effect his personality or his general ways of relating to the world. Therapists, especially, tend to share a concern with the distinctive ways each person constructs his world; they see human nature in terms of individual person.[24]

The second family, those educational theorists and practitioners who focus on the processes by which groups and societies negotiate rules and construct social reality, sees education as a process of improving the society. Many of them have suggested an ideal model for society and procedures for creating an education which can help to bring that model into a wider audience.[25]

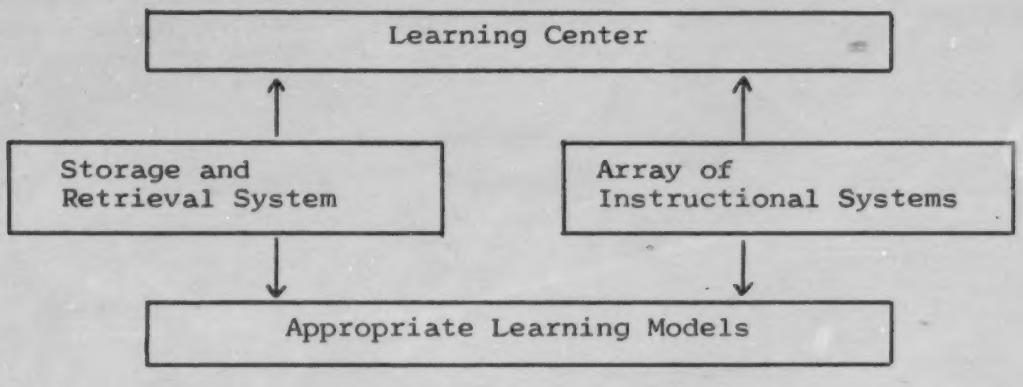
Others who emphasize social behavior concentrate on interpersonal relations and the dynamics of improving them. The approaches to education in either case have a distinctly social character.

The information-processing category consists of educational theoreticians and practitioners who are concerned with affecting the information processing system of the student. So it includes those who have developed educational procedures designed to increase general thinking capacity (as the capacity to think

abstractly or to think inductively). It also includes those who have focused on ways of teaching students to process information about specific aspects of life. For example, many educational theorists believe that a major mission of education is to develop approaches to the teaching of the academic disciplines, so that the student learns to process information in the ways that the academic scholar processes it and there achieves the intellectual power of scholarship.[26]

The fourth group focuses on the processes by which human behavior is externally shaped and reinforced. The major theorist in this area is B. F. Skinner, and their major efforts have been devoted to understanding the shaping of human behavior and how education can be built on an understanding of processes.[27]

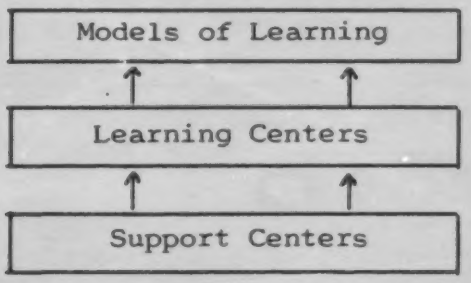
Within each learning center, the appropriate model of learning can be supported by various media technologies. Thus:



The result is an array of learning centers, each offering its distinctive learning models to support certain kinds of personal development. Hence:

Figure Six

Learning Centers, Models of Learning, and Support Centers



Media systems would support the various centers with each system of informational and instructional devices supporting a variety of learning centers.

Although research is barely begun in this area, it seems more than likely that the nature of media will gradually give rise to models of learning which can form the basis of learning centers for media competence.

The Institution is the Message

Such an institution would teach as much by its form as by its substance. Students, managing their learning, taking on learning models, working with a complex of communication systems, will adapt to life in an advanced technetronic society. Through the communal mode, they will practice the arts of governance.

Because they would actually create their education from a vast array of proffered components, they would learn that most needed of habits--that of controlling technology to recreate the forms of society.

FOOTNOTES

[1] Norman Mailer. A Fire on the Moon (Boston: Little Brown, 1971) pp. 47-48.

[2] The best-known present school which is organized around a series of learning centers is the Parkway School, a public secondary institution in Philadelphia, Pennsylvania.

[3] The facilitative model of learning is represented in the work of Carl Rogers, See, for example: Freedom to Learn (Columbus, Ohio: Charles Merrill, 1969).

[4] See: Bruce Joyce. Men, Media, and Machines (Washington: National Education Association, 1968) for a description of the relation of support centers to facilitative teams.

[5] For a prototype, see: Bruce and Elizabeth Joyce. Data Banks for Children (New York: Teachers College, 1969) a report to the U.S. Office of Education.

[6] See Harold Guitzkow, et. al. Simulation in International Relations (Englewood Cliffs: Prentice-Hall, 1963).

[7] Leland P. Buhford, Jack R. Gibb, and Kenneth D. Benns, eds. T-Group Theory and Laboratory Method (New York: Wiley, 1964).

[8] Teachers College, Columbia University, The Agnes Russell School experiments with learning centers and support systems of this type.

[9] Bruce R. Joyce and Marsha Weil. Models of Teaching (New York: Prentice-Hall, 1972).

[10] Zbigniew Brzezinski. Between Two Ages (New York: Viking, 1970).

[11] Marshall McLuhan. Understanding Media (New York: Signet, 1964), p. 24.

[12] William M. Ivins. Prints and Visual Communication (Cambridge: Harvard, 1953), p. 179.

[13] Ibid.

[14] McLuhan, op. cit. p. 41.

[15] Paul Saettler. A History of Instructional Technology (New York: McGraw-Hill, 1968).

[16] Zbigniew Brzezinski, op. cit.

[17] Ned Flanders. Analyzing Classroom Behavior (Boston: Addison-Wesley, 1970).

[18] Carl Weinberg, et. al. Humanistic Foundations of Education (New York: Prentice-Hall, 1972).

[19] Robert Boguslaw. The New Utopians (New York: Prentice-Hall, 1965).

[20] James F. Parker, Jr. and Judith E. Downs. Selection of Training Media (Wash., D.C.: Office of Technical Services, U.S. Dept. of Commerce, 1961).

[21] Joyce and Joyce, op. cit.

[22] Bruce Joyce. Alternative Models of Elementary Education (Boston: Ginn-Blaisdell, 1969).

[23] Bruce R. Joyce and Marsha Weil, eds. Perspectives for Reform in Teacher Education (Englewood Cliffs: Prentice-Hall, 1972).

[24] Joyce and Weil, op. cit. for references.

[25] Ibid. Part One.

[26] Ibid. Part Two.

[27] Ibid. Part Three.

[28] Ibid. Part Four.

A CONCEPT OF CHANGE: THE INSTRUCTIONAL TEAM APPROACH

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How do you define an instructional team? My definition is: "two or more professionals who agree to work together to plan, carry out and evaluate educational objectives."

What does an instructional team do? It states objectives, selects content, determines teaching strategies, selects resources, arranges groups, arranges space, and develops an evaluation plan.

What causes a team to work well? For a team to work well it must agree on objectives, roles, and functions. It must cooperatively develop a timeline and accept its share of responsibility. It must provide for open communication. Resources must be available and sufficient time allowed. A reward system should be evident.

What competencies are required to perform as members of a team? The most obvious competencies are design, management (organization and personnel), instruction, utilization, content, production, information retrieval, and evaluation.

In an attempt to ask what your role ought to be as a member of an instructional team, I have written a brief play and you are requested to tryout for a part. You should try to envision where you fit. After the prologue which is a series of stories, we will move into the first act.

ACT I

There is a confusion of roles today. There are several professional and paraprofessional organizations which have a claim on the broad field of educational media. Therefore, we cannot talk about one media professional since there are many media professionals and each one probably has a legitimate claim to the label.

This disclaimer is part of the current scene. We can no longer be as dogmatic as we might like to be. This is no longer an age of deliberateness-with <u>one way</u> to solve problems; <u>one way</u> to proceed; <u>one way</u> to salvation. We are living in a <u>pluralistic</u> age characterized by options, openness, flexibility, and alterna-

tives. If there is one desirable characteristic which our time demands, it is tolerance of ambiguity. The certain is no longer certain; the steps from beginning to end are not always in the same sequence. We might say that we live our life based on tentatively held hypotheses. We must operate on these hypotheses, test them continually, and, when new evidence is uncovered, have the flexibility to change. What has all of this to do with the media professional? Everything! It means that an analysis of what the media professional is today will probably not be what he/she will be tomorrow. So we may ask that - what are the directions of the possible change? And we can answer only in general ways. We can read Future Shock and Carl Rogers' Freedom to Learn and begin to peek at what is in store - particularly in the arena of human relationships. I believe that most of the basic changes will be in the person-to-person relationships regardless of all of the other developments which will occur.

Before we dwell on the possible future we may encounter, lets quickly review where we are now - that may be where we want to be. Perhaps there is a reason to change. But we need to seriously raise questions about the desirability of the change for the sake of change. We need to ask ourselves whether we wait for future events to happen to us and make the adjustments or do we chart the future for ourselves? It is the simple difference between being reactive (awaiting decisions until they are forced upon us) and being pro-active (acting before decisions have to be made).

ACT II

What does the media professional do today? There have been several studies in the past few years which have attempted to look at what media professionals do. Milkman studies 159 recipients of Masters' degrees in media and found they were spending their time this way:

FUNCTIONS PERFORMED BY
M.A. (AV) RECIPIENTS

AV PRODUCTION	30%
ADMINISTRATION	19%
TEACHING/COORD.	18%
INSTRUCTING AV	11%

He also asked them and their employers which areas of graduate study they considered essential preparation to serve as a professional in the field. The responses of the Masters' degree holders and their employers are substantially the same:

AREAS OF GRADUATE STUDY
CONSIDERED ESSENTIAL

	Degree Holders	Employers
AV Materials in Ed.	95%	99%
Production - Graphics	86%	86%
Administration	74%	78%
Motion Pictures in Ed.	65%	63%
Theory & Research	61%	63%
AV Library Science	54%	68%

Peterson conducts an annual study of Doctoral people in the field to determine what they are doing. His recent studies show the following:

FUNCTIONS PERFORMED BY GRADUATES
IN EDUCATIONAL TECHNOLOGY

	1968-1970	1971-1972
Administration	26%	55%
Teaching Media	23%	6%
Instructional Dev.	15%	5%
Production	6%	6%
Library	--	13%
Other	30%	15%

You will recall that in the 1960's there were a series of media institutes which provided intensive training in the field of media - usually over a summer session. Brown studied the job functions which the "graduates" of the institutes performed when they returned to their schools. This is what he found:

FUNCTIONS PERFORMED BY
MEDIA INSTITUTE PARTICIPANTS
AFTER COMPLETION

Distribution	33%
Local production	25%
Utilization	25%

Where are the vacancies now? They do exist, even in a tight education market. Using Syracuse University as a base, the following positions were listed with us recently.

SUMMARY OF 1972 JOB LISTINGS
AT SYRACUSE UNIVERSITY (n=193)

Professor of Ed. Tech.	14.0%
Professor of Media	9.2%
Management of centers	17.6%
Curriculum development	16.6%
AV/Library coordinator	13.0%
Media specialist	16.6%
Production	10.2%
Research	1.5%
Evaluation	1.0%

These studies, and several others, lead to the conclusion that most of the media professional's responsibility falls within the functions of management, production and utilization (an ambiguous term).

Do you spend at least 25% of your time in any of the following?

MANAGEMENT (personnel and organization) - deals with people, data and things.

SUPPORT-SUPPLY - orders, maintains, stores, distributes materials and equipment and arranges for their use.

DESIGN - translating theory into instructional specifications and system components.

EVALUATION - assessment of media components, assessment of system outcomes.

RESEARCH & DEVELOPMENT - generates and tests knowledge.

UTILIZATION - uses media, machines, messages and men in instructional setting.

TEACHING - communicating about media.

PRODUCTION - creating media from initial ideas or instructional specifications to a finished product.

The conclusion of our superficial, non-validated, instant-interpretation research study is that most of the professionals attending this meeting perform the functions of teaching, support-supply, management, and utilization.

Are you satisfied with this role? Is this what you want to be doing five...ten...fifteen years from now? Is this what the educational media profession is all about according to your interpretation? If "yes" - tune out now or go to sleep. If "no" - prepare for your audition. You may have a starring role in Act III.

ACT III

A LOOK TO THE FUTURE--BUT NOT TOO FAR AHEAD

Most of the futurists seem to dwell on the year 2000. I would like to look just around the corner...the near future... the next five years or so. As we do this, remember some of the future projections and the status of the media professional today. These reference points can provide immediate guidance for the remainder of the 1970's. What is coming?

1. <u>There will be differentiated staffing of media programs</u>.

When one considers the functions to be performed and the variety of tasks within each function, it becomes readily apparent that individuals with various skills are needed and that one person cannot perform them all. From several recent studies which have used an observation technique, it appears that there are four levels of personnel performing various tasks of each function within the media program. Each level requires a different type of training and each differs according to the amount of autonomy given when performing a task. The four levels are:

MANAGEMENT GENERALIST

SPECIALIST

TECHNICIAN

AIDES/CLERKS

We are just beginning to realize that many tasks performed by professionals can be done as well or better by paraprofessionals. This is the first step toward differentiated staffing.

2. There will be an increasing emphasis on functions.

The functions which we have been using in this presentation describe the cluster of tasks which relate to each function. Titles of jobs will become less important as competencies required to perform the various tasks are spelled out. Media personnel are going to be prepared in competency-based programs just as many teachers are beginning to be trained in that way. Demonstration of competencies, not accumulation of credit hours, will be the measure of a professional who says he/she can do a job.

3. Professional education of media personnel will concentrate on design.

All of the functions are necessary to operate a coherent media program, but the true distinction between a media professional and run-of-the-mill media personnel will be the ability to perform tasks related to instructional development. The "action" in the media field today is -- in instructional development -- particularly in higher education, but elsewhere as well.

There will be room for others, but they will be trained in business or management programs if they are serving the MANAGEMENT function or in technical schools if they are performing the PRODUCTION function. The distinction between the behavioral science approach to educational media and the physical science approach is becoming increasingly evident and it is the behavioral science approach which is beginning to characterize the true media professional.

The media field is a strange amalgam of many disciplines and fields but it is the behavioral sciences which seem to offer the greatest substance at this point and in the near future.

4. There will be less emphasis on media per se and more on media in context.

Many of our professional brethren have been inflicted with media myopia. When a teacher comes in the TV specialist's door with an instructional problem, he comes out with a stack of video-

tapes; when he walks in the office of the overhead "nut" with the same problem, he comes out with a stack of transparencies and when he enters the CAI office with the same problem, he exits with a computer program. There is no one medium which is inherently superior to another!

5. The focus will be on the learner.

Few educators would deny that they focus on the learner. Most educational rhetoric concerns students and how they learn. But various kinds of educators approach the "learner and his learning" from various perspectives.

For example, learning might be examined in terms of its physiological components. The neurophysiologist might consider learning in terms of the chemcial or biological processes that make up the phenomena we call learning. The psychologist on the other hand, might study learning from yet another point of view. His focus is primarily on the cognitive and affective aspects of learning in its pure form. When a psychologist speaks of how one learns, he speaks of the physical and psychological processes involved in the phenomena called learning.

There is yet another way of viewing learning, however, and this other way is the way of the media professional. The media professional considers "learning in contexts." That is, the media professional asks questions about how a learner learns something in the context in which that learning takes place. The media professional focuses on alternative ways of arranging contexts for learning. He thinks about certain kinds of environments, and how they will affect these psychological/physical acts of learning. He thinks of media as one manipulation of learning contexts. He considers learning strategies, such as programmed instruction, and what they can accomplish, and what they cannot. He considers physical environments within which learning can take place. In other words, the media professional focuses upon those factors outside the learner that can be manipulated to maximize or facilitate the process of learning. And the media professional believes that those factors can be systematically designed to optimize conditions for learning.

It is certainly true that the media professional draws heavily upon the work of the physiologist, the psychologist, the sociologist, and countless others. But the media professional's strong suit is his capacity to combine those inputs, together with his own understanding of educational processes, for the purpose of systematically facilitating learning. In essence, the media professional is a synthesizer and applier of theory to the operational processes of teaching and learning. For example, the media professional worries about how notions of effective learning are affected by or enhanced by certain kinds of environ-

mental conditions. Or he seeks to apply his understanding of learning theory to the design of an instructional module.

The primary future of the media professional rests in the challenge to facilitate learning.

EPILOGUE

This field has always been characterized as a pioneering field. Media professionals have nearly always been on the forefront of educational reform. It would seem that media has begun to be accepted. (I am now spoken to in the faculty club; the guerilla warfare has stopped.) The field is moving from its adolescence to adulthood. There is a danger in maturity, however, - the loss of the zest and the spirit of the pioneer.

So as we conclude our play...and as you determine the role you wish to play...remember the importance of the driving spirit that has made our field what it is today.

John Steinbeck relates that spirit in his short novel, The Red Pony: The grandfather recalls the move west. He says...

> It wasn't Indians that were important, nor adventures, nor even getting out here. It was a whole bunch of people made into one big crawling beast. And I was the head. It was westering and westering. Every man wanted something for himself, but the big beast that was all of them wanted only westering. I was the leader, but if I hadn't been there, someone else would be the head. The thing has to have a head.
>
> Under the little bushes the shadows were black at white noonday. When we saw the mountains at last, we cried--all of us. But it wasn't getting here that mattered, it was movement and westering.
>
> We carried life out here and set it down the way those ants carry eggs. And I was the leader. The westering was big as God, and the slow steps that made the movement piled up and piled up until the continent was crossed.
>
> Then we came down to the sea, and it was done.... There's no place to go. There's the ocean to stop you. There's a line of old men along the shore hating the ocean because it stopped them.
>
> ...(there's) no place to go.... Every place is taken. But that's not the worst--no, not the worst. Westering has died out of people. Westering isn't a hunger any more. It's all done....

Let's not let the westering die out of us as we look to the future. There's too much yet to conquer...and I for one want to be part of it. Will you join me?

GUIDANCE AND COUNSELING

PRESENTATIONS BY:

Dr. Peggy Anne Sullivan
Miss Ruth Ann Davies
Miss Louise Sutherland
Dr. Homer Elseroad
Mr. William A. Horner
Dr. Helen Lloyd

March 12-13, 1975

Colony 7
Baltimore-Washington Parkway
Annapolis Junction, Maryland

MEDIA AND METHODS: ARE THEY A HORSE AND CARRIAGE?

Dr. Peggy Ann Sullivan

Dean of Students

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Realizing the general theme and thrust of our discussions today, I found the phrase, "Media and Methods, Media and Methods," rattling repetitatively around in my brain, conjuring up the old refrain of "Love and marriage, love and marriage/Go together like a horse and carriage," and stimulating some perhaps tangential but surely related ruminations. For one thing, few of us, I think, are as sure as we were 20 years ago that love and marriage do go together -- or, at least, it's not necessarily as easy as we'd like to believe.

A recent Newsweek opinion column touched on a problem many of us have had. A woman talked of her efforts to find the best phrase to describe her son's living companion. She discarded such phrases as "lover" or "paramour" as being inappropriate for a couple who shop together at the supermarket, but she also found "friend" inadequate, and "fiance" offensive and inaccurate. It is a neat summation of some of the confusions and uncertainties that seem to have been thrust upon us by lifestyle changes with which we must cope.

But I did not come to discuss lifestyle -- or did I? It seems to me that one of the things lacking in some of the current emphasis on experimentation in several major aspects of life is joy; another is mystery. And joy and mystery both have a good deal to do with what media and methods -- together and individually -- should be all about. I thought of this recently when I was using the same expression in another context. I had discovered, to my astonishment, that the Regenstein Library, the University of Chicago's new library, had no subscription to Media and Methods. I looked at shelf after shelf of reviews of education in every language except Sanskrit (and that may have been at the bindery), but found no Media and Methods. I voiced my horror to the librarian. (One of the neat things about being a library educator, or, for that matter, an ALA staff member, which I have also been, is that one can frequently play the role of irate patron, puzzled user, or baffled faculty member.) The librarian explained that in the big cutback of 1971, when federal funds had been drastically reduced, that journal had been dropped. But I gestured at the little-used items remaining, and got no satisfaction. What neither of us said, but what I feel reasonably sure was a factor in that decision, was that, after all, a university could not take seriously a publication which regularly ran cartoons! But Media and Methods has been bold enough -- joyful

enough? -- to do just that. So it goes, and the official journal of an obscure country's educational association remains. I mention this, not just to point out that it's one more instance of the low value we tend to place on joy, but also to hint that even the insertion of two such loaded terms in the title of the periodical did not save it.

There is another analogy that the popular song offers us, if we substitute media and methods for love and marriage. Do they, indeed, go together like a horse and carriage? Have we gathered any empirical evidence whatsoever for the idea that media are, indeed, conveyors of content, just as carriages were conveyors of people? I think so, but I am less sure that the availability of media has really had an impact on methods, if we are referring to methods of teaching. And I would say the same if we are referring to methods of learning. Mendel Sherman, surely as dedicated as anyone to the idea of nonprint media, told an interesting story at an Indiana workshop I attended several years ago. He first mentioned that his childhood had been spent in schools where rote learning was exceedingly important. He had had to memorize everything--including the names of Columbus's three ships, the Pinta, the Nina, and the Santa Maria. He had often wondered at the value of that information, but he had retained it. His career, meanwhile, led him to the presidency of the National Education Association's Department of Audiovisual Instruction and to his key position at Indiana University in educational media. Convinced that contemporary methods and techniques were revolutionizing education, he was stunned one day to visit an elementary school where a child was seated in a wet carrel, carefully turning a filmstrip for study, and being asked by the questions at the end to recall the names of Columbus's three ships!

I had a similar experience recently. Accompanying a class of students on a field trip to an elementary school, I had been charmed by the enthusiasm and know-how of the librarian, delighted to watch an 8-millimeter film made by sixth-graders, and interested to see children's art proudly displayed in the library. But as I walked around the library, I stopped for a moment at a table where two boys were working with great concentration, one with an encyclopedia and the other with a study print. I stayed long enough to be sure that my first impression was accurate -- they were carefully copying the information, word for word, from their sources! It made me wonder that if we, in the past decade, put as much effort into the development of methods to teach -- or to learn -- study skills that will have lifelong value, as we have put into introducing the rich variety of media which supposedly require those skills, we would be farther ahead. I am not sure we would. But I am sure that we may benefit from a time of retrenchment in terms of budget, if we use it to ask ourselves whether the point at which we have arrived is indeed the one we had set out to reach. I say this with full appreciation of the fact that no line of progress -- and certainly not

one in education -- is ever direct and unbroken. In our most individually-oriented educational programs, there are still teachers who believe that children's bladders work on group time, even if their mathematical or reading skills do not. Since I still copy recipes with some care to be sure they are accurate and complete, I should not disparage all copying. And, since it is pleasant to have one's name remembered, I should not say that all memorization of names is pointless. But my mention of these instances is intended chiefly to suggest that the generous availability of media which has, in the past dozen years, exceeded the most glorious dreams of most of us, has not always stimulated the most imaginative methods of utilizing those media for the sake of the young people for whom they are intended.

In this moment of retrenchment (and moments, as inaccurate measures of time, may stretch long or short as occasion and reaction demand), it may be permitted to be nostalgic. In January of 1965, I was one of a group of school librarians who were invited to appear before Carl Perkins' House Committee, then considering the Elementary and Secondary Education Bill. We were aware that Title II of that bill was the first mention of school libraries as a title in proposed federal legislation. As part of my testimony, I showed a hastily-prepared filmstrip we had produced for the Knapp School Libraries Project. The frame which provoke the most whispered comments was the same one which had set off a buzz when the strip was shown to a meeting of members of the American Association of School Librarians. In one of the filmstrip frames, an 8-millimeter cartridge projector was shown on a table, and people watching the filmstrip turned to each other to ask what it was. That incident always serves to remind me how far we really have come in the ten years since then. But, more to the point, after we had given testimony, we talked together about how things seemed to have gone. We were stimulated; there was little doubt that the new legislation would pass; one or two of us still had some reservations about the spectre of federal control of education; but the most cogent question was the most enduring: "If this legislation passes, are we ready for it?"

I honestly believe that events since then have proved that we were certainly ready in terms of need and will, perhaps less so in terms of capability and vision. That day in 1965, I think we would have laughed if anyone had predicted that school librarians would ever complain of how hard it was to spend their budgets for materials. And we certainly had little idea of the constant problems of ever-changing equipment and non-compatible materials for use with it. But I think we were most naive in thinking that the prospect of federal funds would ensure school library media programs the enthusiastic support of all teachers and educational personnel.

All the good and, indeed, wonderful things which have been accomplished with federal funding and increased local financial

support in many communities have been described in many forms. The pleasure of novelty has been followed by the sense of expectation -- that, of course, the library media center will be able to provide what is needed. Children, ever adaptable, have become blase about what is available to them. And teachers have been articulate about their needs and their expectations. But often, I believe, there has been something missing. Those of you who have read Stephen Daniels' rather mild account of his teaching in an elementary school in Philadelphia, How Two Gerbils, Twenty Goldfish, Two Hundred Games, Two Thousand Books and I Taught Them How to Read, may recall it as eloquent testimony by a teacher about the value of media to learning. Daniels used games effectively. He used the silent treatment on a boy who couldn't figure out how to handle the highly reproductive gerbils, until the boy was forced to read a book to find out what to do. But, when the story was told, Daniels' conclusion was not a word of thanks for the school library in his building (and keep in mind that, at about the time he was describing, the Philadelphia public school system was being recognized by the Encyclopaedia Britannica school library awards program for its significant progress); his final statement was a suggestion that it would be really good if more teachers could have access to the kind of mini-grant he had received to beef up the collections of media in their own classrooms! And he is not alone. Jonathan Kozol, Sandy Decker, and numerous other teachers who have described their struggles in the sixties have virtually ignored mention of the school library program in their schools -- and the mentions that have been made have often been negative. Is it just that the satisfied teachers are too busy and happy to write? Or are there missing services of which media personnel are simply unaware? My guess is that it's a little bit of both. In the course of a year, even a reasonably well-adjusted person like myself sends more letters of complaint or correction than I send valentines. And some of the unawareness is, I think, traceable to varying definitions of what the scope of the media program actually should be.

Not long ago, for example, I was talking with a friend who directs an agressive media program in a high school district. She complained of the difficulties she had had with the physical education teachers. There was one videotape-recorder for use with classes, but they expected her to plan for its repair and maintenance. She would not have batted an eye at a request from social studies teachers to replace a heavily-used and aged sixteen-millimeter projector, but she simply did not see physical education as a part of the "real curriculum." That, incidentally, is her term -- real curriculum. Another high school media specialist recently recounted to me his problems with a social studies teacher who wanted the library to purchase microfilm and microfilm readers. The library did so, and the teacher then wanted to borrow one of the readers and some of the microfilm for use in his classroom with a small group of students. The media specialist explained that, of course, such media could not

be used outside of the center, and individuals would be welcome to use it after being introduced to it by a member of the staff. "And, do you know," he concluded, "that teacher has never come back! He didn't bring even one student in! Someone told me that he's got a microfilm reader in his classroom now, but I can't believe that. Anyway, he certainly didn't get it here!"

In regard to some of these questions of access, the pendulum has swung wildly indeed. In part, I think this has been because of changes of pattern about what real access is. Borrowing a projector to take home may seem like a great privilege, but if access to it during the day is really free, the inconvenience of carrying it may be avoided. In individual schools, the practice of charging fines has followed an on-again, off-again pattern, and there is no sure way to predict which position on the argument may be taken by library personnel, teachers, or students. There is an argument, for example, to the effect that students will never learn responsibility or the meaning of community property unless their violation of it is penalized in some way. Yet, too often, humiliation has been a part of that penalty, and the punishment has not always fit the crime.

Another controversy in library media programs has related to varying rules about noise level. Here, recent developments in construction and the availability of carpeting and other noise-reducers have been great blessings indeed. But there was a period when violent reactions to the old patterns of silence or quiet seemed to force libraries to attempt to be the most bustling place in a school. What interests me now is to observe that the same kind of teacher or librarian who used to spend his time shushing people is now the one who stands in the center of attention and speaks to the group accompanying him, apparently without regard for the needs of others nearby. I saw an instance of this recently in which a kindergarten teacher was reciting a story, to be accompanied by a tape run by the librarian, while kindergarteners gathered in a small, tight circle around her -- and every one of the other children attempting to use the library at the same time was seriously impeded by the distraction. It seems to me that we have assumed that there was one freedom to be sought -- the freedom to be more relaxed -- and in achieving it, we have frequently violated the freedom of others not to be distracted.

Much of what I have observed relates to style, and I believe it is some sense of style that we need most in this time. Method really is style, for example. The teacher who recognizes the value of the community resource file accomplishes nothing unless he also has the ability to plan for the use of it, including appropriate preparation of students, overtures to the resource person, and careful follow-up. The medium is of limited value unless the style or method develops it to the fullest. For that matter, the same critical perceptions which allow one, as a teacher, to develop rapport with students need to be focused on

media which one intends to use in work with those same students. This is one area where our long period of relative affluence followed by the jolting economic crunch we are currently experiencing may have strong effects. There was a tendency to be uncritical in selection of media, and more than one person muttered that evidently it was only limitations of budget that caused one to have to be selective. To me, that is obviously untrue, but in any event, critical evaluation can avoid such purchases as a filmstrip on the metric system which I previewed recently. A series of frames shows the familiar pattern of how all units of measure will be related to tens. There are ten centimeters in a decimeter, for example. But the visual which showed these facts actually showed the ten centimeters as longer than the decimeter. It must have been an artist's sense that ten small units would have to be greater than a single larger unit, but it was an unfortunate mistake. Educators may have a stronger awakening about the need to be selective and critical when they realize, once again, that funds are limited -- and they are accountable.

Having used that magic word, accountable, I must relate it to the matter of media and methods. In general, media personnel in the United States have prided themselves on the fact that they are not narrowly accountable as librarians are in some countries -- having to put up bonds to work as librarians and to compensate for items under their supervision which are lost. But, while the term may be extended in many ways to fit the concept of accountability about which we have heard so much in recent years, I believe one aspect of it must be a greater concern for what the precise anticipated uses are for a given medium, and where these may fit with a teacher's method or approach. In fact, it is approach or scope with which media specialists need, generally, to be somewhat more concerned than they have been in the past. There may have been a time when, as a friend of mine put it in a moment of desperation, "We can use everything under the sun about the moon!" Those days are gone. Whether the topic is the moon or human values or the metric system, it is the approach to it which a teacher or learner makes which determines for him the value of any medium he may consider using. By the same token, that value may change drastically, as different people with different needs, approaches, or purposes use the same medium. I am keenly aware of this in my own case as a teacher, because media which I have brushed aside -- such as the filmstrip on the metric system -- become valuable to me when I realize I would like to use them as examples of poor quality in class. Similarly, the teacher who intends only to stimulate questions and to encourage independent thinking may find that the book which seems elusive and inadequate as a possible text is exactly what he needs at a given time. That, too, is style in a way.

Usually, when I talk with people in a setting like this, I

do not prepare a full text. Having been asked to do so this time, I am more than usually aware that what I have said may be discursive -- and I know that with a written text extant, that may become painfully apparent to many other people who might otherwise be forgiving in the charm or atmosphere of the moment. So I feel it behooves me to capsulize what I have said, following the right of the summarizer to throw in what should have been there and was not, as well as to highlight what he regretted not having highlighted at the time of presenting it first.

This is what I believe about media and methods:

1. They both exist in schools and other parts of the universe.

2. There should be more relationships between them than there are.

3. As developers of media programs, we may have paid too much attention to media in the past few years, too little to the methods according to which they have been used or, for that matter, not used.

4. It is not too late to change this development.

5. Teacher's views of media are not always the same as those of media personnel; nor are all teachers' views identical among themselves; nor are all media personnel's views identical among themselves.

6. Media require critical evaluation, and this may be easier to achieve in a time of tighter budgeting. This may be ironic, but so be it.

7. All or most of my critical comments may have stressed the unfavorable, but the favorable developments have been -- and will no doubt continue to be -- fairly well documented.

8. The approach or style or method of a teacher may help to determine the media most appropriate for him at a given time.

9. The same goes for students in terms of learning styles.

10. In all this, there should be not only knowledge, information, and perception, but a continuing joy.

HAVE YOU BEEN SCARED BY A SABER TOOTH TIGER LATELY?

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The title of our discussion today, "Have You Been Scared by a Saber Tooth Tiger Lately?", has been borrowed from a satiric essay written by Harold Benjamin in 1939, entitled "The Saber Tooth Curriculum." In his essay, Benjamin dramatized American education's traditional resistance to change.

Benjamin tells the story of a primitive tribe living in the time of the caveman. In this tribe there was a very wise and inventive man. This man realized that the survival of his tribe demanded that the problem of supplying the tribe with food on a permanent basis had to be solved. Also, the problem of how to protect the members of the tribe from being carried off and eaten by the saber tooth tiger had to be dealt with. He experimented and finally perfected the method of grabbing fish found in the rivers and streams and was able to supply his tribe with plenty of fresh fish. He then turned his attention to salvaging the wild grain which was consumed and trampled by the dawn horse. Again he experimented and found that the dawn horse could be killed by clubbing. Here again was a source of meat and a means of safeguarding the grain.

Next, he turned his attention to protecting his tribe from the saber tooth tigers. He noticed that at night the tigers never came near the campsite while a fire was burning near by. So he devised the plan of keeping a ring of fires going all night long and thus scaring them away.

Because this wise man was compassionate he worried about what the welfare of his people would be after he was no longer alive. After thinking about this problem for a long time, he finally thought about beginning a school so that the children could be taught the three basic skills of fish grabbing, horse clubbing, and saber tooth tiger scaring. And so the very first school was organized and the curriculum consisted of the three basic survival skills. Now generation followed generation -- the fish spear, the fish hook, and the fish net were invented; the dawn horse was driven away to far off grazing grounds; the saber tooth tiger disappeared from the face of the earth. Yet, if you were to visit those schools today you would find that the three basic curricular offerings are fish grabbing, horse clubbing, and saber tooth tiger scaring. They are traditional and, therefore, sacred.

In education, familiarity does not breed contempt! Evidence abounds that in education change is fraught with suspicion. Many of you could illustrate and substantiate this statement. For example, I have a friend, a professor emeritus of the foreign language department of the University of Pittsburgh, who is fond of recalling an experience he had quite early in his career. He had applied for the position of Spanish and French teacher in a high school not far from the city of Pittsburgh back in the early twenties. In this particular high school there was a new principal who was trying to upgrade the educational program and was recommending to the school board that foreign languages be added to the curriculum. When the principal had introduced the candidate and had explained why he was anxious to include foreign languages in the high school program, he then asked the board to elect this young man. The president of the board said, "I'm agin this. If English was good enough for Jesus Christ, it's good enough for my kids." The board voted not to add foreign languages to the curriculum!

The saber tooth tiger that stalks and threatens all who teach is the wide disparity between what we preach and what we practice. As a profession we have endorsed the philosophy that each citizen in our democratic society is entitled to experience a quality, optimum education. This philosophy was first set forth in 1945 in the Harvard Report, GENERAL EDUCATION IN A FREE SOCIETY. It was reiterated in the"America at Mid-Century Series" Report, PURSUIT OF EXCELLENCE, in 1958. And it became the official United States goal in 1960 as set forth in the President's Commission on National Goals Report, GOALS FOR AMERICANS. No one would dare dispute the merit of our national educational goal. But all too few have attempted to implement it. How long, oh Lord! How long!

When the philosophy of educational excellence mandated by the goal of a quality, optimum education is analyzed, it is readily apparent that certain changes must take place in American education. For example, a quality education demands that learning go beyond the traditional two times four concept of education. No longer can the information contained between the two covers of the textbook and the four walls of the classroom suffice. Quality demands depth and breadth of understanding. The textbook can be the beginning but never the end of a quality education. Likewise, the traditional stranglehold of printed materials can no longer be condoned. Now this is not a recent concept. Far from it. As far back as 1579 - almost two hundred years before the end of our Revolutionary War - in Shrewsbury, England, an ordinance was passed that schools were to be furnished with "a library and a gallerie. . .furnished with all manner of books, mappes, spheres, instruments of astronomye and all other things apperteyninge to learning which may either be given to the schools or procured with school money." Adequacy of understanding demands the multi-media support of instruction. And the multi-

media support of instruction demands not only that appropriate support material be available but that the use of the appropriate material be scientifically preplanned so that the use is timely to the learning task at hand. This is just plain common sense.

Likewise, when the goal of proving an optimum education is analyzed it is immediately apparent that instruction must be individualized. For what is adequate for one child or youth will not necessarily by adequate for another. The one constant in education is the uniqueness of each learner. There is no method that will meet the developmental needs of the curriculum and the personal and educational growth needs of each student.

President Johnson clearly saw the necessity of providing resources in order to translate the philosophy of excellence into commensurate action patterns; the ESEA program initiated in 1965 is testimony to his dedication to providing for the teachers and the students of America the resources which would bring depth, breadth, and relevance to the instructional program. Unfortunately, here again there is wide disparity between the theory and practice. Even though the ESEA program has provided appropriate resources, there is ample evidence that availability has been a dead end in all too many schools in the U. S.

John Goodlad, a recognized leader in initiating constructive innovation in American education in the early sixties, conducted a survey of schools claiming to have innovative programs at the close of the decade. He discovered that innovation was mostly talk and not practice - innovation was blunted on the classroom door! He found that the traditional talk, chalk, cells, and bells approach to education still held sway in the vast majority of the schools. He also found that team teaching, the backbone of innovative instruction, was the exception and not the rule. He also found that fact memorization rather than utilization of information and the class approach rather than the individualized approach to instruction were the all too common approaches to teaching and learning.

The most searching appraisal of innovation in the use of resources during the sixties was conducted by the National Commission on Instructional Technology. This Commission Report, TO IMPROVE LEARNING, was published by R. R. Bowker in 1970 and should be required reading for all those who are working to improve the quality of today's instructional program. The Commission found that "the pieces of the American educational revolution are lying around unassembled;" that the "art in instruction is just about what it was fifty years ago: crude, static, ponderous, administered through hopeless bureaucratic entanglements, and generally oriented toward <u>teaching</u> rather than toward <u>learning</u>;" and that the use of media was unplanned and spasmodic with only five percent being scientifically integrated with the ongoing instructional program. The Commission on In-

structional Technology stressed the necessity of focusing on the utilization rather than the availability of media, and the necessity of bringing a new dimension to the technology of instruction.

The National Education Association took the responsibility for pinpointing the areas of major concern for the educational profession to be stressed during the seventies. The NEA called its program, "Thrusts for the 70's." The major concerns are: depth, breadth, relevance, and humaneness in the instructional program. Humaneness is the new dimension and has come about because of the obvious need to stress not only individualizing the content and the product of education but the need to be concerned with the quality of the human product of education. John Goodlad, in appraising the quality of America's educational endeavor at the close of the sixties, said: "Man has rocketed his kind into space. He has brought back into pulsating life a human being already pronounced dead. He has fashioned in his own likeness robots that remember, file, sort and then answer in moments problems that would tax a hundred men for a thousand days. But men still cheat and steal and kill as they did a thousand years ago and thousands of years before that. These are not always trapped men or hungry men or threatened men who cheat and steal and kill. Some men pronounced learned cheat because they are vain. Some men pronounced holy steal because they are greedy. Some men pronounced wise kill because they have established no identity with their fellow men. The people who soon may bring down upon themselves a holocaust are -- or will have been -- the most educated of all time." Alvin Eurich, dean of American educational philosophers, echoes Goodlad's concern for the calibre of our youth. He said: "We cannot tolerate another generation that knows so much about preserving and destroying life, but so little about enhancing it. We cannot permit our children to come into their maturity as masters of the atom and the gene, but ignorant and barbarous about the ways of the human mind and heart."

If the hope of providing an educational experience for all citizens which will have depth, breadth, relevance, and humaneness is to be realized, then a persistent and destructive saber tooth tiger must be killed off immediately. That tiger is the traditional image of the school librarian as a hat check boy or girl in the halls of culture relegated to the peripheral fringes of instructional non-involvement. This image has persisted from 1913 until today. Lucille Fargo in a speech in 1913 before the NEA national convention stated that the school librarian is a teacher and the school library is a learning laboratory. Unfortunately, the traditional image of the school librarian as portrayed in UP THE DOWN STAIRCASE -- the image of a miserable human being in whom the milk of human kindness had gone sour and who was solely occupied with collecting fines and maintaining quiet in the library-studyhall -- lingers to haunt today's school librarian who, in the words of Douglas Knight, is a teacher whose subject is learning itself!

It is imperative that the classroom teacher and the school librarian have the opportunity to plan and work together as members of a teaching team. Planning together brings greater depth, breadth, relevance, and humaneness to the teaching and learning program. Earlier in our discussion I lamented the traditional disparity between theory on the one hand and practice on the other. I do not wish to be guilty of isolating practice from theory; therefore, I would like to share with you some actual examples of how, in the North Hills School District, teachers and librarians planning and working together have brought greater effectiveness and significance to the instructional program. Each of these examples which follow are for real -- they are not contrived.

1. On the primary level even the most traditional teacher delights in telling stories to the children. Even the oldest nursery tales can have a whole new dimension of effectiveness. For example, THE TALE OF PETER RABBIT by Beatrix Potter has been a persistent favorite since 1902. In fact this story has been translated into 22 foreign languages and Frederick Warne, the publisher, continues to distribute the Potter books all over the world. This September, when a beginning first grade teacher planned with one of our North Hills librarians, the teacher asked the librarian for some materials she could use in her classroom learning center. The librarian asked what theme or topic she had in mind. The teacher said she hadn't made up her mind as yet and would surely appreciate any suggestions the librarian could make. The librarian introduced the teacher to the Weston Woods catalog of media for the support of primary storytelling and checked the various titles that the elementary library owned. When they came to the Potter stories, the teacher was surprised to discover not only THE TALE OF PETER RABBIT but several other titles as well. The librarian explained that. . .PETER RABBIT was the beginning of a series of stories and briefly introduced the teacher to Benjamin Bunny and to Flopsy Bunny. The librarian then mentioned that in the first grade there was a little boy who was painfully shy and that when he was in kindergarten, the teacher and the librarian devised the strategy of having him project a filmstrip and tell the story. He was happy to do this because the room was dark and the children looked at the filmstrip and not at him. The teacher was delighted with the suggestion and assured the librarian she would look out for the little fellow and would indeed ask him to help her with operating the filmstrip projector and in telling stories.

2. Reading is one subject that demands the planned integration of library resources. In 1963, Harvard University

released the most extensive study of reading ever conducted in the U. S. In the report, THE FIRST R..., the research team reported its findings which were based on analyzing the reading programs in 13,609 schools with a total enrollment of 6,361,139 students. The report states: "The extent to which a successful library program will substantially improve the total reading program cannot be overestimated."

Each of the reading textbook series -- American Books, Ginn, Harcourt Brace, Houghton Mifflin, Lippincott, Macmillan, and Scott Foresman -- plead that the teacher of reading extend student learning beyond the textbook. For example: Harcourt Brace in the teacher's manual states that the library and the textbook compliment each other. . . "Obviously in good schools, teachers and librarians share their planning, their experiences with children, and their evaluation of children's learning about literature."

Because the support of the library is basic to the success of the reading program, it is advisable to have the reading teachers and the librarian spell out the type and kind of support the teachers require. I have brought the procedural plan devised by the reading teachers and the librarians in the North Hills. Time is in short supply and, therefore, I will mention only several of the reading units cooperatively developed by the reading teacher and the librarian in order to bring greater depth, breadth, and relevance to the reading program.

Example: Smokey the Bear -- grade 4

Dreamers and Doers -- grade 5

The Forbidden Island -- grade 7

It is not unusual for a group of students to be far advanced in their ability to read, to comprehend, and to enjoy. One such group of eleven sixth graders was given the opportunity to work in the library with the librarian rather than stay in the classroom during the reading lesson. In preparing for this group, the teacher, the principal, and the librarian drew up a list of possible topics for the youngsters to consider. Much to the surprise of the teacher, the youngsters chose, "Becoming Acquainted with Old Glory." The group decided to explore the following topics: the history of the American flag; flag etiquette; the flag in literature, music, and art; and famous Americans who have written or spoken about their reverence for the flag. After these youngsters had been building their back-

ground knowledge it suddenly dawned on them that the rest of the sixth graders really ought to share in their knowledge of the flag. They decided to have an assembly program and invite the fourth, fifth, and sixth graders to attend. They also invited their parents and friends to come to their assembly. All in all, these young people organized and carried out a learning experience which had great significance for them and for their school mates - a learning experience that would never have taken place if they had not had the guidance and help of a librarian who took the responsibility of carrying through this project from inception to completion.

3. It is not unusual for a teacher to turn to the librarian for help in meeting special class needs. An eighth grade teacher in our West View Junior High School was faced with teaching a class of 30 exceptionally bright students who thought they already knew more than they needed to know about United States History. The teacher asked the librarian to help her design a pretest to be used in proving to the class that they did not know all there was to know about the Civil War. Together the teacher and the librarian identified 60 people whose biographies could well serve as content for the study of the Civil War Period. The teacher invited the librarian to come to the classroom to introduce the unit. The librarian distributed the pretest, gave the directions, conducted the discussion following the marking of the test, and alerted the students to the various sources available for their use. The students were shocked to discover how many of these people they really did not know. Out of the list of 60, no one had more than 20 that he could identify!

4. A ninth grade teacher of math is designing an innovative unit, "Math as a Communication Tool" - the math textbook makes no reference to this concept. Therefore, he has turned to the librarian for help in structuring the unit. The librarian is delighted for this gives her the opportunity to introduce these young people to a number of excellent reference tools they might otherwise never discover. For example, the new series of booklets being published by the U. S. Census Bureau entitled, "We, the Americans" - what a wonderful example of building relevance in the mathematics program!

5. Even a traditional high school literature unit such as HAMLET can have greater relevance and appeal. Currently, one of the eleventh grade teachers has been teaching this unit and has found that the students are fascinated by Hamlet's preoccupation with death. Because the class wanted to talk about death and the

possibility of life after death, the right to take one's own life, the moral and legal aspects of euthanasia, and a whole range of other pertinent topics, the teacher and the class decided that the next unit would be one dealing with the subject of death.

This teacher also brought a whole new dimension to the class's understanding of the soliloquy as a literary-dramatic device; she introduced the use of the soliloquy as found in Broadway musicals such as Fagin's soliloquy, "Reviewing the Situation" in OLIVER; King Arthur's soliloquy, "I Wonder What the King Is Doing Tonight" in CAMELOT; Professor Henry Higgins' soliloquy, "I've Grown Accustomed to Her Face" in MY FAIR LADY; Billy Bigelow's "Soliloquy" in CAROUSEL; and Tevye's soliloquy, "If I Were a Rich Man" in FIDDLER ON THE ROOF.

6. Because the students in the senior high school political science classes will be eligible to vote at age 18, it is imperative that depth, breadth, and relevance be structured into course content. Even the most up-to-date textbook requires the support of appropriate library media in order to infuse the dry bones of political science with the flesh and blood of reality. For example, the Bill of Rights lacks the human dimension until it is translated into actual case studies that dramatize the difference between freedom and license. Freedom of the press as presented in the typical textbook is but the first step in building understanding. When the students delve into the history of the press in America they will discover that editors of newspapers such as William Randolph Hearst have not hesitated to distort the news and to destory those who got in their way. The libel trial of Quentin Reynolds vs. Westbrook Pegler and the Hearst Newspaper Syndicate brings into sharp, clear focus the basic difference between freedom and license.

President Johnson, in his plea to Congress for the passage of the Elementary and Secondary Education Act in 1965, stressed the fact that a quality educaion demanded the availability of appropriate library media. He said that the 3R's required the support of 3 T's - teachers who are superior; techniques which are innovative; and thinking about education on the national level which gives education top priority. Dr. Edward Kruse, the recipient of the 1970 Administrator of the Year Award, told the American Association of School Librarians at its national convention, that he endorsed President Johnson's 3 T's but, he said, that he believed that the 3 T's had to have the support of 3 L's - Library programs that are integral support components of the instructional program; Libraries that function as learning laboratories; and Librarians who are teachers and whose subject is learning itself.

A quality, optimum education mandates the planned and integrated use of instructional media so that each student will be enabled to build his house of intellect with a broad and deep foundation of fundamental knowledge, with a rooftree of wisdom supported by pillars of reason, equipped with windows so the mind can look out, with doors so truth can come in, and above all, a skylight, so that the soul may look up and see the face of God.

TITLE IV ESEA

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On August 21, 1974, President Ford signed into law the first major piece of legislation to be enacted in his administration, the Education Amendments of 1974, which became Public Law 93-380. The goal of these amendments, as stated in the statute, is to extend and amend the Elementary and Secondary Education Act of 1965. The legislation retains the basic aim of the Elementary and Secondary Education Act of 1965, which was:

> To strengthen and improve educational quality and educational opportunities in the Nation's elementary and secondary schools.

Public Law 93-380 is a very complex law, a fact which becomes more and more obvious as you delve deeper into its requirements. It touches and modifies in varying degrees old and new programs for education. It represents one of the major objectives of the present administration, which is to move away from the categorical programs to a broader approach to aid to education and toward increased autonomy of state and local education agencies in the use of federal funds. It makes an effort to reduce paper work and simplify administration. It has a feature known as "triggering of funds" which will be explained in more detail as we continue to talk about the law. It contains the long sought-after requirement of "forward funding." It created in the U.S. Office of Education the Office of Libraries and Learning Resources which will administer "all programs in the Office of Education related to assistance for, and encouragement of, libraries and information centers and educational technology." And Public Law 93-380 also created Title IV of the Elementary and Secondary Education Act.

Seven programs which are at this time operating categorically are consolidated by Title IV into two components - Libraries and Learning Resources and Educational Innovation and Support. I will attempt to outline and to touch briefly on the more important points in this piece of legislation to relate it to the categorical programs from which you now benefit.

Part A of Title IV contains the general provisions that apply to the administrative aspects of the two consolidated areas. It includes the authorization of appropriations, allotments to the states, requirements of the State plan, establishment of a State advisory council, and the participation of children enrolled in private schools.

Part B - Libraries and Learning Resources - is the part that is of greatest concern to school media personnel, and the part that we will be chiefly concerned with this afternoon. The amount authorized to be appropriated for Part B for Fiscal Year 1976 is $395,000,000. This sum is not the amount that must be appropriated, but it is the limit over which the appropriation cannot go.

There are two conditions - called "triggering" conditions - that must be met before consolidation can be effected. The first one is that the amount appropriated for the first year of consolidation, which is Fiscal Year 1976 (school year 1975-76), must be equal to the Fiscal Year 1974 appropriations for the separate programs, or Fiscal Year 1975, whichever is higher. The second condition is that there must be forward funding. This means that appropriated funds must be available to the states by July 1 of the year in which they will be obligated. Both of these conditions have been met. In the two succeeding years of the consolidation, the amount appropriated must be at least equal to that of the preceding year. If these conditions are not met in either of these years, the programs will revert to categorical operation. The categorical programs merged in part B are Title II of ESEA - school library resources, textbooks, and other instructional materials, Title III of NDEA - instructional equipment and materials for use in the academic subjects, and minor remodeling, and the portion of Title III of ESEA that deals with testing, counseling, and guidance.

Part C includes Title III of ESEA (except for testing, counseling, and guidance), which establishes supplementary centers and services, and provides innovative and exemplary solutions for educational needs and problems; Title V of ESEA which provides funds for strengthening state and local education agencies; the Dropout Prevention provision of Section 807 of ESEA; and School Nutrition and Health Services found in Section 808 of ESEA. The same two "triggering" conditions apply here. The appropriation must be equal to the aggregate amount appropriated for these four programs in Fiscal Year 1974 or 1975, whichever is greater, and there must be forward funding. The authorization for Part C is $350,000,000. Since Parts B and C have separate appropriations, it is possible to "trigger" the consolidation of one part without the other. Again, both conditions for "triggering" have been met for Fiscal Year 1976 by the enactment of Fiscal Year 1975 Supplemental Appropriations legislation. However, in Fiscal Year 1976, the first year of operation, only half of the money will go into the consolidation. The other half will be used to operate the individual categorical programs. Consequently, at the local level you will receive an allocation for Title II of ESEA, Title III of NDEA, and Part B of Title IV, and you will be able to apply for funds under Title III of ESEA and Part C of Title IV. This will be a difficult year for the State Department of Education personnel responsible for the

administration of these programs. It will also be difficult for local education personnel. However, in Fiscal Year 1977 all of the money will be put into the two consolidated packages, provided, of course, that the two "triggering" conditions are met.

Before any of this money becomes available to the State, the State must file an application for funds for each of the programs in which it intends to participate. The application is more or less a formality. The amount allocated to a state is based on the numbers of children, ages 5-17, in that state. Any state desiring to receive grants must establish an advisory council and must submit an annual program plan to the U.S. Commissioner of Education. Previously, we have had State plans for individual programs; under Title IV we have one plan for all of the programs included in the Act, which will be called an annual program plan. Some of you are familiar with advisory councils and their role in conjunction with the operation of federal programs, as in the case of Title III of ESEA. Under Title IV, there is mandated one advisory council which will serve both Parts B and C. This council must be appointed and certified no less than 90 days prior to the beginning of the fiscal year; therefore, it must be submitted to the U.S. Office of Education by April 1 in order for the State to be eligible for funds. The composition of this council is quite specific in the law. There must be representatives of public and private elementary and secondary schools, institutions of higher education, and fields of professional competence in dealing with children needing special education because of physical or mental handicaps, specific learning disabilities, severe educational disadvantage, and limited English-speaking ability, or because they are gifted and talented, and of professional competence in guidance and counseling. The State advisory council will advise the State education agency on the preparation of the State plan (annual program plan). They will advise on policy matters regarding the administration of the State plan. They will advise on the development of criteria for the distribution of funds and the approval of applications. Also, at least once a year, they will evaluate all programs and projects assisted under Title IV, and submit to the Commissioner, through the State education agency, an annual report of its activities, recommendations, and evaluations, together with such additional comments as the State agency deems appropriate. There are many details in regard to this evaluation that are not yet clear. Is it possible for an advisory council to truly evaluate <u>every</u> program and project? Will this include site visits, or will they evaluate on the basis of information furnished to the State Department of Education? Perhaps they will want to do both. In any event you can see how important it is to have members on this advisory council who are knowledgeable and who are interested, really interested, in education.

Another requirement of this law which will be of interest is the fact that the local education agency will submit only one application for both Parts B and C. You can immediately see

what complications might result because of this, since much more information is required on an application by some programs than required by others. The single application form will be developed by the State Department of Education, with the advice and assistance of some of the local education personnel - the people who will have to prepare the applications for submission. In Title II, ESEA, there has always been a maintenance-of-effort factor which required that the level of state and local spending, for the same purposes as Title II, ESEA, be maintained. This factor is carried over into Part B, meaning that a local education agency must continue to spend as much this year as in the previous year for the purposes of the programs in Part B.

Part B funds are allocated to local school districts on the basis of the enrollment in public and private schools, except that - and the "except thats" are very important - substantial funds will be provided to two types of school districts: to local education agencies whose tax effort for education is substantially greater than the state average effort for education but whose per-pupil expenditure is no greater than the average per-pupil expenditure in the state, and to local education agencies which have the greatest numbers or percentages of children whose education imposes a higher than average cost per child, such as children from low income families, children living in sparsely populated areas, and children from families in which English is not the dominant language.

So we have these factors to be considered: enrollment, high tax effort plus low expenditures, and high-cost children. Obviously, a distribution based totally on enrollment would be easier but the law specifically prohibits that. House Report #93-805 contains the following comment:

> The Committee expects each State to write its own formula for the distribution of funds among the local school districts within the broad guidelines set out in this amendment. However, the committee wants to make it clear that it does expect substantially larger amounts of funds to be made available to the two particular types of districts described.

There has been much discussion about the meaning of the "substantial." The stand taken by the Office of Education is that, based on the statement in the House Report, it is the obligation of the State to define "substantial" in terms of its own needs. The second category should be no great problem, for the law says that funds must be provided to districts with - <u>not greater than average tax effort</u> - but <u>substantially greater than average</u>. The major decision which must be made is to determine at what point above the state average the effort becomes "substantially" greater. (This point) should be set so that it distinguishes

a unique, relatively small group of high effort school districts. Giving funds to a large group of districts under this provision would result in dissipating them to the point where they would not be able to make any noticeable impact in the effort to eliminate educational inequities. Districts so identified must also have a per-pupil expenditure that is no greater than the State average. These calculations are fairly simple. It is the third category - high-cost children - that is the most difficult. I want to point out at this time that the kinds of children named in the law - low income, living in sparsely populated areas, families where English is not the dominant language - are only examples. It is not mandated that these are the children the State must use. Maryland may have other groups of high-cost children who need substantial amounts of funds much more than those named in the law. The annual program plan needs to identify these children and tell why and how such children were chosen over other kinds of children. It is conceivable that when all 57 plans have been submitted to the Office of Education, there could be 57 totally different high-cost categories. The Office of Education will attempt to judge the acceptability of each states' plan of allocation based on needs and attempts to meet those needs as stated in the plan.

The State must also determine the percentages of funds to be used in each category. As an example, let us say Maryland decides to distribute 50 percent of its money on enrollment. This leaves 50 percent to be divided between the two special categories so that substantial amounts will be given to each. In some states, financial equalization for education has progressed to the point where the high-tax effort category will get relatively little consideration. In other states, there is still considerable variance in local expenditures for education, and we would expect a larger percentage of funds to be allocated here. Again, the decisions should be based on needs within each state.

The distribution of funds under Part C is not as controversial. Part C funds must be distributed among school districts on an equitable basis, recognizing the competitive nature of grantmaking. There is an "except that" here also. The State education agency must assist any local school district less able to compete because of small size or lack of local funds. This assistance may be either in formulating proposals, in operating programs, or in both. The annual program plan must set forth the specific criteria used by the State education agency to identify these districts.

This year, for the first time, children in private schools will benefit from all of the programs in Title IV. They have previously benefited from the Title II, ESEA program which made available to them printed and published instructional materials. They have been eligible to benefit from section 305 of Title III

of NDEA, which was a loan program to private schools for the purpose of improving instruction in academic subjects through the acquisition of equipment and materials. This is a ten-year loan program which has been administered directly from the Office of Education. It is at this time located in and operated by the Office of Libraries and Learning Resources, but it will expire at the end of this fiscal year (FY '75). Also, under Title III of ESEA, private school children have participated in local and area projects where educational needs of children in public and private schools were comparable. Beginning in Fiscal Year 1976 (school year 1975-76) they will be benefiting from Part B which includes the purposes of Title III of NDEA - instructional materials and equipment - and the services of the testing, guidance, and counseling programs. They will not be able to benefit from the categorical portion of Title III of NDEA.

Maryland has had a very unique way of working with the private schools in the Title II ESEA program. Since private school children rather than private schools are the beneficiaries, loans of materials to private school children in most states have been handled by the local superintendent of public schools. In Maryland, such loans have been operated by the State Department of Education through a contract with Montgomery County. Obviously, the lending of printed and published instructional materials is a much simpler matter than the lending of equipment and the provision of services under a testing, counseling, and guidance program. This is another problem to which the State Department must find a solution.

Up to this point we have dealt principally with how Title IV will be administered by the State education agency. We have mentioned that funds are allocated from the Office of Education to the states based on the number of children in the state, ages 5-17. We have explored the conditions under which the State will determine how funds will be allocated to the local school districts, but we have not considered what will happen when these funds reach the local school districts. Here again, the philosophy which was responsible for the consolidation of the programs is reflected in the Act, which mandates that the local education agency be given complete discretion in determining the way the money will be divided among the programs in Part B. It may be spent for any one of the purposes - instructional materials, equipment, testing, counseling, and guidance services or any combination of two or three. Of course, if a school district receives substantial funds because it has a large number of high-cost children, funds received under that category will be spent for programs to benefit those children, but the benefits may take the form of any of the program purposes included in Part B. And again, categorical programs will continue in Fiscal Year 1976 to operate under separate, categorical regulations.

The charts which you have been given show estimated amounts of money which will be available under Title IV in Fiscal Year 1976. For Part B, there is a total of $137,330,000. Broken down into component parts, we have:

50 percent consolidation	68,665,000
Title II, ESEA	45,951,951
Testing, Counseling and Guidance	9,084,255
Title III, NDEA	13,628,794
	137,330,000

For Part C, there is a total of $168,952,375. By component parts, we have:

50 percent consolidation	86,444,000
Title III, ESEA	63,781,500
Title IV, ESEA	18,726,875
	168,952,375

The third chart gives figures for the State of Maryland for the programs under Part B in Fiscal Year 1976.

50 percent consolidation	1,346,933
Title II, ESEA	910,398
Testing, Counseling and Guidance	249,414
Title III, NDEA	169,617
	2,676,362

The individual program figures are estimated and could change somewhat. In Fiscal Year 1977, total amounts for Parts B and C must be at least equal to amounts appropriated in Fiscal Year 1976 for consolidation to remain in effect.

The proposed rules (regulations) for the operation of the Title IV program are scheduled to appear in the Federal Register today. They must go through the required approval process which include comments and recommendations during the waiting period and a revision which will incorporate some of the recommended changes. They are <u>not</u> in final form. To accompany them, we have guidelines, and we have a general application to be submitted by the State to the Office of Education; both are in draft form. The whole process of implementing the new law is quite cumbersome and time-consuming, but we hope that a major portion of the paper work is behind us.

In the face of these changes, we are continually asking ourselves what our responsibility in the new program is to be and what your responsibility is to be, aside from the paper work. What can I do, what can you do to make Part B a vital part of a plan to carry out the legislative intent of strengthening and improving "educational quality and educational opportunity in the nation's elementary and secondary schools?" Also, what can you

as school media people do to insure that your program needs will have equal consideration when the decision is made at the local level as to how the money is to be divided among the program purposes? Section 134.81 of the proposed rules specifies that the State educational agency shall develop standards which may be used by local education agencies in acquiring "expendables and non-expendable personal property of appropriate quality and of appropriate quantities." The proposed guidelines have a section on the development of standards which suggests that this regulation could be used by you to justify and support a request for the allocation of funds to meet needs of media programs. The guidelines further recommend that state media standards be based on the joint AASL-AECT standards found in the new publication Media Programs - District and School. This publication, in essence, states that what is needed in every school is a comprehensive, basic collection of all types of instructional materials with sufficient supportive equipment to make materials immediately usable, useful, and meaningful. This is a much more effective way of establishing a sound educational standard than the traditional "number of book per child," with, occasionally, a "number of audio-visual materials, (usually filmstrips) per child" tacked on. The guidelines also contain a section on standards for minor remodeling, and a section on standards for testing, counseling, and guidance programs which was prepared by guidance and counseling personnel in the Office of Education. The General Provisions for Education Programs, Section 1006 215 (d) (1) (2), require that as a part of property management, a physical inventory should be conducted at least every two years. This requirement could be translated into a suggestion that a good inventory at this point would help to establish program needs - needs for equipment, needs for materials. It might help to eliminate old and obsolete materials and out-dated and damaged equipment that you have been planning to do something about for some time. And such an inventory certainly would enable you to express your needs in measurable terms. What more could you ask for in the way of an allocation decision than that it actually be made based on strong program standards at the State and local level in conjunction with a true assessment of local needs. Your part in this process is clear.

Dr. Sullivan made a statement in her speech this morning to the effect that consolidated federal programs will not be unified unless there is a readiness on the part of people operating the programs to consolidate. The idea behind consolidation is to have better instructional programs for children, which means better planning together to structure answers to educational problems. I was so happy to hear her say that it was important for media specialists, teachers, principals, guidance counselors - all the people involved in planning these programs - to be willing to think about consolidation as a better way of solving educational problems and not as a means of taking away support for individual programs. Toward this same view, Miss

Davies talked this afternoon about the necessity for "breaking down walls" that compartmentalize and separate us as a prelude to solving problems, whether they are "people" problems or educational problems. It is agreed that Title IV is a complex law that is difficult to administer. Difficult as it is, if we see it and use it as an opportunity and a force to help break down the walls that prevent us from communication with each other, and from planning and working together, then we can better move toward the accomplishment of our goal to strengthen and improve educational quality and educational opportunities in the nation's schools. I think it is well worth the "blood, sweat, and tears" it requires.

MEDIA AND GUIDANCE HELP HUMANIZE SCHOOL

Dr. Homer Elseroad

Superintendent of Schools

Montgomery County Public Schools

Well, what do I know about media activities and counseling? I had a geometry teacher in high school, named Ann Meeks. At one point in her career she persuaded the principal that she should spend one period a day in counseling. That was a new term.

That was my first exposure to counseling. Later I was a teacher in Baltimore County; this lady was a full-time counselor. She eventually became the guidance supervisor in Baltimore County, established quite a program there and a considerable professional reputation for herself. I consider her my teacher; my introduction to counseling came through my contacts with her in high school and through my association with her when I began working with the school system.

In terms of media, the elementary school I went to had a bookcase over by the wall with a glass front. You could lift that glass up and get out a book. There was a row of blue books, a row of brown books, and a row of green books. I remember reading some of those books. And then I went to high school (it was a new school); it had a library. One time during my high school career our English teacher took us in there because the library had big tables and we sat around a table and talked. There weren't any books in the library. That was the library scene in my high school days.

When I went to college I began to learn about using a library as a consumer, but I did not learn what libraries are really about. Any knowledge I have of library operations, however, was acquired from a few people I had the privilege of associating with later.

The main teacher was Elizabeth Hodges, the supervisor of libraries in Baltimore County in those days; she was a terrific lady. Mary Gaver conducted workshops and taught us lessons about the library. I also learned from Mae Graham who did the same thing from the State department level, and in more recent years, from Nancy Walker, who does a similar job in Montgomery County. Nancy is a tremendous advocate of the functions of media services. So anything I've learned about these operations came from those sources.

When Dave Bender contacted me about coming here, he said I was supposed to talk about "Ways You See Media and Guidance Producing the Kinds of Programs that are Worthwhile and Vital to the Students in the Schools." I have a keen appreciation of the value of guidance and counseling in the schools. The importance of a good counseling program is crystal clear in my mind. You are more expert than I as to the specifics of how it is to be delivered. Likewise, there is no doubt in my mind about the necessity of a strong instructional media and technology function in the schools.

When I got this letter, I was a bit intrigued with the proposition of looking at them together. I must confess that I had not really thought about media and counseling as somehow interrelated any more than any other several functions in the school system. But it did cause me to reflect on this and talk to other people like Ken Rollins and Nancy Walker. The result is that I have learned something. I conclude that counselors and media specialists do occupy unique positions in our schools today in the ongoing effort to humanize the educational process. I have decided to use the title "Media and Guidance Help Humanize the School."

During the past decade, mid 60's to mid 70's, we have lived through turbulent times. Teacher militance was an oft-used term. That term has some bad connotations. It really is the expression of a determination on the part of teachers to have a voice in the operation of schools, a voice in their own personal lives and destiny as it is affected by their employment, and a voice in the important decisions that are made in operating schools.

The students demanded their rights, they spoke out in behalf of a relevant curriculum. We heard until we got tired of hearing it, that so much of the curriculum was irrelevant. It was boring, dull; the students wanted changes in that respect. They wanted curricular options, they wanted more offerings, they wanted a new process, they wanted freedom from an autocratic kind of environment.

Parents wanted involvement, they wanted accountability, they wanted to know what they were getting for their money, they wanted alternative programs, they wanted alternative schools. So we have lived through a decade with a tremendous amount of vocalizing and pressing and demanding on the part of teachers, students, and parents.

Now, what have we learned from this decade of the mid 60's to mid 70's? I believe the major lesson that's relevant to this audience is a demand for a renewed awareness of the importance of one human being, a renewed awareness of the importance of each single individual person. For as long as I have been exposed to education courses and conferences, its been said that people are

different. In the past decade we all have been forced to face up to doing something about the fact that people are different. You have heard that old story about the farmer that wanted to tell his mule to do something and the first thing he did was hit the mule in the head with a fence rail and his companion said, "what are you doing that for?" The farmer replied, "to get his attention." In some respects it may have taken the trauma that we have had in the last decade to get our attention, to really make us translate some of our pedagogical phases and statements into reality - to be aware that people are different.

I must confess that as a school principal, I applied the idea that people are different primarily in terms of intelligence - primarily in terms of evidence of rate of learning. We have learned during the last decade that that is not enough, we have got to recognize that people are different with respect to interest and values. They may be different by virtue of race, national origin, cultural factors. There are a lot of differences that schools need to reckon with, cater to, and capitalize on to provide the best school environment possible for pupils. Counselors and media specialists have a unique opportunity to do something about this.

We learned during this decade, too, that there is very little in the curriculum that is sacred for all people. We have the responsibility to teach everybody to read, to write, and to do arithmetic. But there is little that is sacred in what they read. We should shed ourselves of the old notion that there are certain authors whose literature is sacred and everybody must read it. Some elements of history should be taught. There is also room for selection in history. For the most part history has been concentrated on the United States and Europe. We've done very little about Africa and Southeast Asia. We have to do a better job of matching up what's important to individuals and the curriculum they are subjected to.

By now we've learned that people are not satisfied to be told. It is not palatible for the principal to tell the teachers what to do all the time. It is not palatable for the teachers to tell the pupils what to do all the time. That is not even good education. This is a lesson that has come home to us in this decade.

We have learned that there is not much in how to teach or how people learn for which there is one right answer for all. Most of what we do in our schools is subject to considerable debate. Some teachers can teach better one way and some teachers another. Some pupils learn best one way and some learn better another way. The idea of packaging a program and ramming it through for everybody is not saleable.

The people - students and parents - will be served. The schools are theirs. If we haven't learned that lesson in the last decade, we're in trouble.

The school as a melting pot idea is obsolete for this day and age. It is a tragedy to have a child from an Italian home be ashamed to speak Italian. It is a tragedy if children from Cuba or South America feel they must shed their cultural heritage. Our goal is cultural diversity. Our goal has got to be to operate schools in which the uniqueness of each individual is cultivated so that society is enriched.

These kinds of lessons pressed upon us in the past decade call for humanizing our schools. That's not an original term. You have heard it as long as I have. The Board of Education, superintendent, and school staff have the responsibility to develop policy and provide resources to make it possible for the people who are operating on the firing lines to make the schools more human. School faculties need training, they need help in how to do this.

The people in the individual school who ought to be the best resource in helping to do that are the counselors. The counselor is the in-house expert in human behavior. The counselor is the in-house resource person to the whole faculty on how to produce a school environment where people feel welcome, where there's a feeling of friendship, a feeling of being wanted, an atmosphere of warmth where people feel good in being there. Individual teachers need to learn how to work with pupils and plan their instructional programs to accomplish this.

Media specialists and counselors have an especially unqiue opportunity to help humanize schools. The classroom teacher has from 25 to 30 pupils. It is hard for the teacher to really individualize instruction. Pupils are at various reading levels. Their interests differ. There are limits to a teacher's ability to individualize for each pupil in a class situation.

Counselors and media specialists have an advantage in that respect because most of their work with students is on a one-to-one basis, or in small groups. Thus, they have a unique opportunity to really bring about an individualized relationship where the person is made to feel like he or she is being talked with and dealt with as a person of worth and the adult is focusing on his interest and his special concerns. The counselors, especially, have training that makes them particularly effective in a one-to-one relationship. There are many characteristics of the job of counselor or media specialist that make it possible for you to be at the growing edge of helping to make the school the kind of environment I am talking about.

What are some of the ways in which media specialists and counselors might work together to accomplish this objective. You are far more knowledgeable here than I am. Therefore, I'll give only a few examples. The first is the matter of philosophy. There has to be a point of view, a sense of commitment, a degree of mutual understanding among all of the faculty members as to what the school is trying to do. Sometimes a school appears to be a collection of private entrepreneurs - an accumulation of one room schools - each person running his show. That kind of school isn't worth much.

A school cannot reach its fulfillment unless there is time for people to talk with each other. There is an atmosphere in which the faculty accepts the responsibility to make the school what it can become, there is a way of working that makes the faculty feel that learning problems are their problems and that they share a responsibility to find solutions to those problems. And so if the media specialist and counselor are to form a partnership to address themselves to some commonly accepted goals and objectives, there must be time for them to work together and for them to work with the principal and faculty in the school so that everybody understands where they're going.

The media and counseling staff members must be an integral part of the instructional thrust in the schools. If they are appendages, if they are special services that are off here to the side for somebody who needs something special, they are not going to ring the bell. There has got to be training for staff members in how to communicate and how to solve problems in human relation skills, and staff members need to know how to do these kinds of things with their students. There must be time to plan for joint efforts. There must be planning for joint efforts between the media specialists and the counselor. There must be an identification of functions, who will do what, where there is a task to be done, what will the counselors do, what will the media specialists do? There must be a willingness to relinquish territorial rights or jurisdictional boundaries and to say this is my job and that is your job. There must be a process for sharing information and planning and moving forward together.

Let's consider specific ways or areas in which counselors and media specialists might work together to have an impact on the students and on the whole school. The counselor and the media specialist have an opportunity to talk with kids. These conversations deal with what is important to kids. Counselors and media specialists seek out students and use their skills to open up latent interests or to stimulate students to generate interests. From counseling surveys counselors are doing outstanding jobs in helping with college selection and admission. Career or vocational counseling is well done and improving. Little apparently is done in job placement. I think there is a great deal of new ground to be plowed in working with students in the whole area of careers.

There is a great opportunity for media specialists and counselors to plan together and I see this happening. The career information collections are moved from the counselors office to the media center where they belong. The media specialists and the counselor are planning together on what to collect and how to display it.

Knowing pupils reading levels is another area where counselors and media specialists can plan together. Counselors have access to information about pupils. Media specialists have the reading materials. There ought to be a process whereby counselors and media specialists know reading levels of pupils and identify those that never go to the media center, those who don't read, and those who read very well. Counselors and media specialists can do much to match pupil interest and reading material, to stimulate reading and personal development through reading. The media specialists can provide certain kinds of technical assistance to the entire school. The tools of the technical part of the media center operation are made available for counseling. The counselor and the media specialist can be a rich resource to the school in helping to develop many courses in problem solving skills and job seeking skills. The teachers and counselors draw on the resources of the media specialists. These examples are intended to illustrate the point rather than give you information. The main message is that it won't happen by itself. If we really want to deliver we have to reach out. Walk down the hall with new material. Plan with care to make an impact on the total school program. Make service felt and noticeable. Counselors and media specialists should spend 80 percent of their week talking with people. That is four out of five days. If more than 20 percent of the time is spent with test results or doing media center chores it is a waste.

Of the 80 percent, approximately one-quarter might be spent talking to adults. For counselors it will be parents and teachers. For media specialists it will be mostly teachers and three-quarters of the 80 percent talking with students. You can try that out. The equivalent of three days a week talk with students, one day a week talk with adults, and one day a week, no more than that, working with things.

PRACTICAL GRANTSMENSHIP

William A. Horner

President

Southwest Iowa Learning Resources Center

Let's assume that everyone here this morning wants to improve education. All of you know that in order to make improvements one of the main ingredients is money. We all wish we had more money to make the improvements in education that we see are needed. So we start from there. My purpose here is not to come to Baltimore to provide you a magic formula for getting money. And if at any time I imply that the Southwest Iowa Learning Resources Center has all the answers for securing funding--that's not the case. I am simply going to share with you things that have worked for us in the hopes that when we are finished here this morning, you will be able to glean a couple of things out of our experience that may apply to your situation. What I want to do is to start with a series of points that I call "practical grantsmenship." You won't see or hear a "theoretical model" that's very lovely, complete with charts and graphs. I have found very few of those things to be helpful in the business of seeking and obtaining funds. I simply want to point to ten basics that I think go together for successful grantsmenship.

Perhaps the first thing to do, when you are considering securing funding, is a very careful self analysis. I don't mean a personal self analysis (although that may be helpful), but rather an organizational self analysis. What is it that your organization can do better than any other organization? I call it finding your thing. Is your staff administration tuned in to educational research--is that your thing? If so, there are all kinds of funding possibilities for new educational research. Is your specialty implementation? Are you and your staff and/or colleagues interested in making projects developed by someone else work in your school system? Is that your thing? Or are you and your staff particularly creative? Do you see programs and/or materials that need to be created that have not yet been done by anyone else? That would suggest that curriculum development is your thing. I think one of the problems that we in education have is that we want to be all things to all people. I am suggesting that as specialists. . .media people, guidance personnel, and some federal coordinators that are here this morning. . .that you, as a school district, seriously consider specializing for the purposes of writing projects. When you specialize and develop some expertise in one area or another, you begin to build a track record in that area. That doesn't mean you limit your funding possibilities. . .it means you become identified as doing your thing very well. I think that is

one of the most important things about grantsmenship. In order to make this kind of specialization work, you are going to have to sit down with your top administration (which I think in this case would be your superintendent) and outline what you feel you can offer the system. You will need to sit down with other personnel on your staff who have other strengths. You may become the electric spark that starts people thinking along this direction.

There is almost no funding program that wouldn't accept a grant with the particular emphasis you design into the program. What I am suggesting here is to use a rifle instead of a shotgun for developing projects. I guess I would take the risk of telling my Board or administrative superiors that if you don't see a relationship or a common theme emerging in your overall grants program, you may need help in developing overall program objectives. I am talking about developing expertise where you become involved in the middle of the whole project development process. A successful grant usually has the grantsman involved in its implementation, in some capacity. As school corporations, you can't cooperate with each other until you see another with a strength that you can use in your program. You then start to get meaningful inter-county cooperation.

Let's go to the second point. I think one of the real key factors in good grantsmanship is current, accurate information. I happen to believe that you have a real advantage in being close to Washington, D. C. It's been my experience that the majority of the people who work for the Federal Government to administer the funds that Congress appropriates sincerely want good things to happen with federal funds. Key sources of funding information are state education agencies, the Governor's Office, and the ten Regional Offices throughout the United States.

Other professionals with fund-raising responsibilities are also a valuable resource. I think sometimes we get too protective with our information. Those of you whose main job depends on seeking and getting grant awards, in many cases, feel that since it has taken you ten years to find out about certain resources and techniques, the person in the next county can find out for him (or her) self. But I think we can be a little less worried about that particular angle. I think we could raise the level of grantsmanship across the board if we would share information with each other more freely. We are not very sophisticated about our level of writing, securing, and implementing federal funds. I think the reactions that many Congressmen have had are probably justified in many cases. "We have been funding you now for the last ten years--what have you done? What results have you shown us?" We still have a long way to go in our skills, both in seeking and implementing and producing results with federal funds. I think we can do better.

Point three: Set the right writing conditions. Those of you who are called upon to write projects are going to have to try to avoid carrying on your regular job and writing grant proposals at the same time. Please get a little bit militant with your administration about that and urge them to let you block out some time to do your writing. This is just a housekeeping bit of advice--resulting in an overall savings of everyone's time. I think the writing condition at the time you develop that proposal is almost an emotional thing that you have to get into. You really have to put your heart into the proposal; and you cannot do that in between phone calls and other regular duties. Request, as a condition of work, that you be left alone for a few days while you put the grant together. Good writing conditions also include the assistance of a very fine secretary or clerical person. You can ruin the whole thing without that person. We often tend to overlook attention to detail. It is easy to forget to fill in some of those boxes correctly. You have done this tremendous development of the grant and with a few little bobbles on the demographic data or not filling in the proper numbers. . . you can disqualify your application.

I believe there are very few project readers these days who respect the gobbledygook educational jargon any more. I don't think the grant application is the place to impress a reader with the fact that you know what you are talking about in hard-to-understand educationese.

You already have been given some very fine information about the actual writing of the grant. I don't think I really need to say too much about that because the handouts you have are pretty detailed. I think a good test for your grant is whether or not you can explain the whole thing in two or three sentences. Not for anyone else's eyes. . .just for yours. I think another resource we often overlook is a husband, wife, girlfriend, or boyfriend. Take an abstract of your proposed grant home to your wife or husband and say, "Honey, do you understand that?" If they read the first sentence or two and lose interest--back to the drawing board. Words should be understandable and have punch. That requires everyday good writing skills. You either know how to write something that has kind of a flare to it and says something, or you don't. Project applications are too often flat and colorless in an effort to be "technically correct."

<u>Seeking diverse sources of funding</u> is an area on which I would now like to touch briefly. There are many other sources of funding besides the Office of Education. How many of you are working with the Comprehensive Employment Training Act? There are becoming more and more possibilities for some interesting kinds of projects out of HUD, such as the Housing and Community Development Act of 1974. How many are using any money from the Department of Justice under the Law Enforcement Administration Act? It has been my experience that the cabinet level depart-

ments, such as Justice, Labor, and HEW really haven't gotten their hundreds of categories together between agencies. You can link funds, in a very, very neat pattern between agencies and write grants to fund your particular program. I have yet to find a federal official who wasn't very pleased with the linkage of funds from one agency with another. One of the biggest problems in the whole world in project success, however, is getting people in separate agencies or programs to cooperate. People problems break down all sorts of things. And it is even more difficult when you start looking past people to institutions because institutions have a way of stopping what little people progress is possible. There are "no, no's," because it just "wouldn't do" for one institution to join another institution. I'm going to use a concrete example about something that we have done very recently that I am very pleased about. We are joining forces with Kansas State University and Boys Town on a project by project basis. Each organization has great strengths. I think the three of us together are going to have some strength that no one single one of us would have if each of us would spend $500,000 to beef up our own capabilities. There are normal everyday jealousies that exist and must be dealt with between every institution. I think it will take some real steps forward but I think it all ties into developing project expertise. That is why I think that if you can get your things together in one particular county and develop an expertise that you are pretty well known for, and do your own thing, then there is a reason to cooperate. If you don't have an expertise, I don't want to cooperate with you just for the act of cooperating. So we have problems. But if you have something that is useful to me in the way of expertise, staff, facilities, equipment, or whatever will strengthen the program I have in mind, I'm going to be at your doorstep. And that is the way real meaningful kinds of cooperation can begin to occur.

That brings us to another major factor in grantsmanship--evaluation. This is a very critical issue. The key word there is <u>sensible</u> evaluation. I've got to be careful here. I understand the purpose of the evaluation. And in most cases it relates more directly to Congress than to the improvement of educational practices. Congressmen have asked some very sensible and reasonable questions. Questions like: "What good has this money done?" And they deserve an answer. One of the ways to give them the answers they need is through statistical results. The one thing we must recognize is that evaluation and research in education is becoming more important in the whole process of seeking and securing funding. In many cases, researchers don't always understand the problems we have in implementing new programs. The first thing we face with most innovative programs is the shortage of valid instrumentation. Schools generally do not want to be bothered with evaluation. Kids are tired of filling out all sorts of forms that they never get any feedback on. And yet we still continue to talk about statistical evidences of

success. Some of those statistical evidences are a sad joke. "To evaluate a 'seminal innovation' in education," John Goodlad warns, "the researcher simply cannot go on with his stable research--his conventional criteria, his time worn measures--and expect to contribute to the advancement of educational practice and science. By doing so he endangers both. What he must do is come to grips with the conventional underpinnings of the innovation, for if it is truly radical, it will have objectives the conventional instruments of evaluation simply are not designed to measure." (From John Goodlad, author of Thought Innovation and Research in the Advancement of Education.) So we need to find a better way to evaluate projects. To ignore evaluation is sheer foolishness.

Another important aspect of successful project execution is the whole area of letting people know of project successes. And now I want to speak directly to media people. I think you people are the key to this aspect of program development. You are the only hope that the educational community has to develop these kind of messages. And if you are not going to do it, there isn't anyone else in the educational community who can. Because you have the expertise, knowledge, and understanding of the power of media to give your project the kind of presentation it must have. I know 16mm films are expensive, but I think it is too expensive not to do that kind of production on a project that is working for you. How many of you have an ongoing project with a film to describe it? Or a slide-tape program? Or a set of transparencies? Or filmstrips? How about a set of poster cards? Or even an audio tape to explain it? How many of you have made a tape and taken it to the radio station and asked for public interest time to air it? How many of you have taken your film over to television stations? I'm just suggesting that maybe we ought to be a little bit more sensitive to tooting our own horn a little bit--that is, if we really have a project we can get enthusiastic about. We in education need to be a little more evangelistic about our successful projects if we really believe in them. It is vitally important that you know your congressman and that he knows you and something of what you're trying to accomplish. In education we tend too often to sit back and let the chief state school officers, the NEA lobbyist, or others do our educational lobbying for us. The Congress wants to hear from people like you and me. Not only the big names. . .not only the very famous "known" educators, as important as they are and as good a voice as they make. . .but they need to hear from those of us out on the firing line. . .with concrete accomplishments to report. I think we ought to do more of that. But we better have some of those results they were asking about.

I think another important part of grantsmanship is working for phase-in; by that I mean local financial support. As far as I am concerned, that is our number one claim to fame. . .if we have any at the Southwest Iowa Learning Resources Center. We

received, back in 1966, a federal grant for $258,000. The next year we received $255,000 to continue. And the next year we received $241,000 as the final year of the Title III, E.S.E.A. funding. We developed a regional media center that made a real contribution to 22 school districts. After the first year of the project, we began to put a lot of emphasis on communicating with the public what value was coming to students and teachers. I don't think there was a civic group in that eight-county area that we didn't tell the LRC story. . .telling via media, I might add. The funding level for year four from the original grant was zero. So that is the dramatic moment. That's the time when you either sink or swim. By the middle of the second year, we had a commitment from the eight-county boards of education to continue to support LRC serivces at the rate of five dollars a pupil. Then the 22 local school districts committed three more dollars making a total of eight dollars a pupil. That might sound terrific to you until you find out that our total student population was 17,000. That still didn't make the $250,000 previous funding level. We had to make a decision. . .whether to scale down and run a film library only or to seek other project funding. We did have some experience in media production. And we saw some needs in yet unexplored curriculum areas. Six years later, we're still working with Media Now, a course of study of the mass media, our first major curriculum development. One more year and it should be self-supporting. One of the major factors in enduring all the extra work and headaches of project development is to have your job on the line with each project. That is something that keeps you going. In Iowa, we say a "hungry dog hunts well." And that's true. I think that sometimes in education we become a little complacent because our jobs are too secure. I know that sounds cruel and many will take issue with me, but I think it is true. One of the major criticisms that the business community always levels at us, "You people are too secure. . .you don't have to show a profit, you don't have to show anything, you just go to work, and we don't see where you have to prove up." That is not an absolute requirement for seeking and obtaining grants successfully but it sure helps. The idea of project performance is perhaps the most important point of all in grantsmanship. You might have actually performed what you said you would do in the grant but you just forgot to communicate it back to the grantee. People employed by state and federal government to administer project dollars are regular human beings like you and me. But they like to see successes, too. . .and when they approve grants to your county and you forget to share with your program officer project successes that occur after the grant funds terminate, you pass up a real opportunity. I think it is such an obvious point that it is one we almost forget.

I would like to mention one more case study of a curriculum development project in career education that we're involved in at the LRC. Some part of this experience may relate to your interests and be helpful to you. Five years ago, we were hearing

speeches from Dr. Sidney Marland in Washington about the needs for career exploration materials. Several of us on our staff are former junior high school teachers. We took Dr. Marland seriously, and wrote a grant to our State Department of Education to develop programs in middle school exploration in several school districts. The grant, called "Project Discovery," was approved in 1971. We searched for "hands on" materials that would help kids to explore careers at the middle school level. We found almost nothing. There were a few filmstrips and a few little kits, but there were no materials that we could find through which kids could actually explore careers in the school setting by doing real world activities. So out of desperation, we began to create some materials, using the experience of the packaging that we had done with Media Now. The project is now in its fourth year of funding. Recently, Phi Delta Kappa has adopted it for national dissemination, holding awareness seminars on Project Discovery around the United States to let other people know about it and perhaps incorporate it into their career education programs. Twenty adopter sites are assisting in the publication effort--but LRC has had to borrow the money required for the initial inventory. It is one thing to create a curriculum, but it is quite another to get it out of its primitive stage to a point where it can be duplicated and become useful to other schools. We're seeing a real interest in federal legislation to move the results of a successful project out to be of value to other districts. I think it's a step in the right direction.

We are pretty excited about Project Discovery's development. Hopefully, the monies generated from the sale of the packages will be enough to finance the next 20 and then the next 20 and then the next 20 over a four-year period. We have made a commitment. But we believe in the materials and the things that happen to people who use the exploration packages. I use this project as an example because it is something we could not have done unless we had decided at the very beginning that "our thing" was going to be media curriculum development.

In summary, the best advice I can give to you this morning for the care and feeding of project development is to identify your specialty. . .or find your thing. Set up good writing conditions; use multiple sources of information; seek diverse sources of funding; and write your grant. Think seriously of joining with other institutions for support. Develop a sensible evaluation plan; remember public relations materials work immediately for phase-in; and finally, once funded, do what you said you would do!

SUMMARY OF THE CONFERENCE ON MEDIA: GUIDANCE AND COUNSELING, MARCH 12-13, 1975

Dr. Helen Lloyd

Professor

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We have come to the point in this conference when it is my turn to see if all the notes I have been taking for the past day and a half agree with and extend your own conception of the ideas discussed here. My students at the University of Michigan would be delighted to see the way I have been furiously taking notes, by the way.

Yesterday morning we began on a very high plane, you remember, when Dave Bender told us we must find out "if there are any worms in our apples." I'm really not sure whether we have done that or not, but with that beginning, where else could the conference go but up?

Dave posed four objectives for us. Now, I have been around educators long enough to know that when you summarize, or attempt to evaluate, you really should start with what you said you would do. So, let's look again at Dave's objectives and see where we are now.

The first objective was "To improve procedures for program development which directly relate to media and guidance, counseling, and testing." As I see it, we have looked realistically at some procedures for program development. The speakers yesterday talked about directions, about where we should be going, and objectives we should be setting. They placed high priority on human relations and such activities as individualizing instruction, planning, working with people, cooperating with other community agencies. We know all these, but sometimes we forget them in the rush of everyday business as usual. We also heard this morning about planning, procedures, and program development of a special kind - writing grant proposals.

The second objective was "To provide opportunities to gain knowledge of essential elements of both program areas." Yes, I think there has been some provision for this, although less, perhaps, in the guidance and counseling aspects of the educational program than in media. Last night we heard from Dr. Elseroad about some of the ways the guidance people operate in schools to improve the individual student's concept of self and others and the realization of his potential. Yesterday morning, Peggy Sullivan referred to the brochure, "Student Success Through

Joint Counseling and Library Media Services." This was developed and published by a joint committee of the American School Counselors Association and AASL. You have it in your packet and I suggest you read it when you get home, as it does have some very good ideas about cooperative program efforts for library media specialists and counselors. I shall refer to some of these specifically a bit later.

We have heard about Media Programs: District and School from both Peggy Sullivan and Ruth Ann Davies, as well as from Dave Bender. They noted that the new guidelines from AASL and the Association for Educational Communications and Technology place a great importance on the interaction of people in the planning, implementation, and evaluation of quality media programs. Of course, materials, equipment, and facilities are essential also, but only as they meet the teaching/learning needs of people.

The third objective was "To insure that media and guidance, counseling, and testing personnel have a more enlightened understanding of the ESEA amendments of 1974, Title IV B especially." I hope you are informed and that you have a better understanding of the law. To be sure, I have learned a good deal more about it than I knew when I arrived here. I found Louise Sutherland's transparencies and discussion and your questions yesterday very helpful. Peggy Sullivan, you remember, has urged us to see mystery and joy in our daily lives. I think it is possible that we still feel more mystery than joy in ESEA Title IV B at this time, but, hopefully, that will change as we work locally to develop programs within the Federal Regulations pertaining to this law.

The fourth objective was "To offer an inservice experience which will assist with the improvement of instruction through enhancing the learning process." It has been a very valuable inservice experience from my point of view and, I hope, from yours also. I think you are taking back with you ideas that should help you to work with your staff members to enhance the learning process.

Referring to Media Programs: District and School, Dave Bender noted that it places an emphasis on the learner and takes a proactive rather than a reactive view of the role of the media specialist. I think this is important. In speaking of the school media program, the document says: "It seeks as a primary purpose to reach educational goals and objectives which it has helped to establish."[1] This means that we should not wait until someone asks for our services or tells us what to do. It is more than just responding to educational goals and objectives; it is helping to formulate them. I believe that is what Dr. Elseroad meant last night when he told us to get out there and work with people. "Don't stay in your office," he urged.

"Don't be waiting for someone to come to you. You have to make your own impact." That is what proaction is all about. At an institute last summer at Western Michigan University, I learned that, to face the future, we have to be proactive or we shall never make it. Media Programs: District and School gives some suggestions along those lines in the statements on Guiding Principles for developing programs. Further, Media Programs: District and School states, "Purposeful integration of curriculum and media is ongoing and open-ended, with media professionals, curriculum consultants, teachers, and learners jointly designing instructional systems in which content and method evolve together."[2] Well, there are the "Media and Methods." Media are at least in part content, and that ties in some of the message Peggy Sullivan had for us.

It was delightful to hear Peggy's humorous but always cogent discussion of "Media and Methods: Are They a Horse and Carriage?" She noted that in the midst of changing life styles over which we sometimes have no control, people may be missing the qualities of joy and mystery which she considered essential to media and methods, and, in fact, to life itself. Peggy spoke of the periodical, Media and Methods, which she enjoys reading for these very qualities. She was outraged, you'll remember, in finding this journal missing from the University of Chicago's library - the Regenstein Library. I must say that the University of Michigan does subscribe to Media and Methods, so we are not quite so selective as the University of Chicago, apparently. But also, I subscribe to this journal myself, and that is one way to be sure of having it.

The current issue is relevant to our conference and our discussion here because it contains the article, along with cartoon figures, "Open Education Versus Behavioral Objectives, a Fable." I think many of you will find this delightful reading as you relive the tale of the ant and the grasshopper, who, in this case, are in a royal battle in the field of education. They do finally come to a Summit Conference, and there they engage in a battle of wits. The ant is a firm believer in behavioral objectives and in order, logic, and progress. The grasshopper, on the other hand, is one who likes to see education as learner-oriented with maximum opportunity for learner choices. The ant says, "With behavioral objectives, it is possible for each individual to work at his own pace and, therefore, to advance confidently in the direction of his dreams."[3] The grasshopper retorts quickly with, "Whose dreams? When you are busy plodding through behavioral objectives, you don't have time for dreams or plans. So the dreams must be those of the programmer, is that right? Which means, then, that you are advancing confidently in the direction of somebody else's dream."[4] Well, they both claim to support individually and creativity. They attempt to find some basis for agreement, which turns out to be that traditional education is all wrong.

Both points of view are held up to scrutiny and some degree of ridicule. The reader is encouraged to examine personal educational beliefs, a thought-provoking exercise.

Commenting on methods and style, Dr. Sullivan told us we needed to spend more time thinking about how we can use, or show others how to use, the materials we have, rather than thinking of attaining more materials. She noted that while we must continue to develop our collections, many school library media centers do have rather rich collections available now, and we are not always making the best possible use of these materials. She presented a good argument for better evaluation of the material in terms of learner needs and potential. I think this is advice which we could all do well to follow. Often it is not the most complex things that might be the most effective, according to Sullivan. The blackboard might be the best medium to use in a particular situation.

I was reminded of a film I used this week in one of my classes. Although the film, Visual Aids is somewhat chauvinistic, having been produced by and for the British Navy several years ago, it uses humor effectively to deliver the message. In his clipped "British Sterling" tone the announcer says, "Visual Aids begin here," (in the head). You have to think through what you want to teach and how you are going to use the media or they will be of little value.

Another interesting point of Dr. Sullivan's concerned the evaluation of the Allisonville program in the Knapp School Library Project. She found that the ability to articulate needs appeared to be better when improved conditions exist. The inference being people with less were often satisfied with what they were getting; therefore, they were not really pushing for better programs. This seems especially relevant right now as we contemplate the new ESEA Title IV B which consolidates several funding programs and which calls for one application to be submitted by each local unit. Since it is at the local level that decisions will be made to request support for any service or combination of services specified in the Act, it is imperative that a careful needs assessment be made within each school community. It is essential that we professionals become involved in developing an understanding of what a better program can be, so that the community is not forced to accept something less. No manufacturer, I am sure, would dream of producing a new detergent, tooth paste, or automobile without creating a felt need among the public. Unfortunately, educators do not always do that. I think Mr. Horner's point this morning about public relations was very effective. Our involvement in needs assessment must be proactive as we provide leadership in helping to shape those needs.

Ruth Davies brought us an entertaining message about saber toothed tigers and other animals both ancient and modern,

including humans. She spoke for humanizing, individualizing, and using multi-media resources to accomplish learner goals. She reminded us that these were not new purposes but, in fact, they had been articulated at least 30 years ago in the Harvard Report on Education in a Democractic Society. She also cited other reports which reiterated or developed these concepts. She noted that cooperation should begin at the district level where most of you work, but cooperation must also extend to the building level as media specialists work with guidance counselors, teachers, and administrators; as guidance counselors work with media specialists, teachers, and administrators; and as both work with students. Comprehensive yet individual is the scope of cooperation which Miss Davies advocated. She noted, too, that freedom of access is not related to walls to any great extent. It is possible to find a closed librarian or a closed guidance counselor operating ineffectively in an open school. Happily, the reverse is true, also, and the building is not the most essential element in a successful open-education program. Finally, Miss Davies encouraged us all to work with the individual child who needs help, and she affirmed that adequate planning and trust could achieve at least minor miracles.

Louise Sutherland did enlighten us, I think, about the new ESEA Title IV B and C. An especially important point was her explanation of the fiscal situation - it will be necessary for the 1976 expenditure to at least equal the total expenditures of 1974 for the aggregate of the programs now combined in the new Title. These funds include, of course, ESEA Title II; the portion of ESEA Title III relating to guidance, counseling, and testing; and a major portion of NDEA Title III. This brings together library and learning resources, including both software and hardware, and guidance and counseling and testing personnel. If you think it is a strange combination, you will not be the first to react that way. Several months ago I was in Washington, D.C. at a meeting of the Alliance of Associations for the Advancement of Education. Both AASL and the American School Counselors Association are member associations of the Alliance, and the incoming president of ASCA, Donald Severson, came over to me and introduced himself. "I think we should get acquainted," he said. "I need to know more about you, and you need to know more about me. The government has married our two professions whether we like it or not, and it is time one learned about what the other is doing."

Because I thought this was a good idea, I want to share briefly with you some of the position statements of ASCA which give us information about their priorities. Some of these are quite similar to the priorities that media specialists have set. For instance, both AASL and ASCA supported categorical funding of educational programs by the federal government and, although we were unsuccessful in this, it is helpful to know that we were on the same team on this issue. Don Severson and I would

agree with Louise Sutherland who urged yesterday that we should now look at consolidation positively as a cooperative way to solve educational programs. ASCA has a position statement on "Principles of Confidentiality" outlining the counselor's role in fulfilling the new Family Rights and Responsibilities law, Public Law 93-380. Another statement, "Student Rights: a Developing Right To Know" encourages counselors to take a proactive role in behalf of the students. "ASCA is committed to be actively involved in assuring that students be treated as citizens of the USA with all due rights, privileges, and responsibilities. Counselors are serving as advocates, activists, and catalysts for assuring these rights." I think it is important for library media specialists to know that we have a strong ally here as we work in the volatile area of intellectual freedom and the students' rights to read, view, and listen.

The Pennsylvania School Library Association in their newsletter, Learning and Media, last spring had a feature on the "Emerging Rights of Students." While the article noted the growing feeling that students should be treated as school citizens, it reported that there is no body of constitutional law in the United States that establishes the right of public school pupils to unrestricted access to ideas and information. Consequently, school library media specialists are often pressured to remove materials considered inappropriate by one or more local citizens. Perhaps there will be court decisions in the future that will more clearly define students' rights as citizens. Meanwhile, as censorship cases increase, media specialists should be able to count on counselors for support in writing, adopting, and defending selection policies.

ASCA's statement on "Teachers and Counselors Working Together in Career Education" reveals another area of common concern for counselors and media specialists. Dr. Elseroad mentioned last night that career education was a point of contact and cooperation for the two professional groups.

Other position statements of ASCA outline the counselor's philosophy of service, address the role of counselors in negotiations, and consider the paraprofessional in the field of guidance and counseling. For each of these there is a similar or parallel concern for media specialists.

Last night, Dr. Elseroad inspired us all in his discussion about humanizing the schools. He gave us some examples of the way media and guidance people can work towards this end. According to Dr. Elseroad, the two professions share a unique position in the school community. Not only are they able to relate to students without the threat of grading and administering discipline, but they also have the means and the opportunity to work with all teachers as curriculum generalists. He discussed the thrust of the mid 1960's and 70's for greater involvement in

education by many different groups--parent, teacher, and student. Observing that differences among people go beyond the learning rate to include interest, cultural background, special ability, and many other aspects of uniqueness, he challenged us to capitalize on the diversities existing in our schools and on the renewed emphasis on the importance of each human being. We should provide a wide range of choices in curriculum and allow students to set their own goals. "No body likes to be told any more," Dr. Elseroad observed.

One of the areas in which media specialists and counselors might well work together, according to Elseroad, concerns student interests. To me, this seems very appropriate. Often, the special interests of students do not get plugged in to the day-to-day curriculum satisfactorily. Media specialists and counselors could work together to provide opportunities for discussions of films and books, for making films, and for doing the unusual within the school curriculum. Offering to teach mini courses within their own professional or avocational areas, as Elseroad suggested, seems to me to be a valid way for media specialists and counselors to interact with students. This could be a challenge to you in working with your staff members on in-service programs.

The booklet, "Student Success Through Joint Counseling and Library Media Services," which I mentioned earlier, discusses some further ways in which the two professionals can work together. In emphasizing the goal of success for every individual learner in the school, the booklet indicates behavior which can be observed in good programs of cooperation.

> In evaluating your own program, you may want to consider if counselors:
>
> Refer students to appropriate materials in the media center?
> Advise the library media center of students' interests that may lead to exploration of a wide array of media?
> Work with the library media specialist in developing new media-oriented programs of orientation of a continuing nature?
> Include the library media specialist in special plans for new students?
> Capitalize on library media in responding to special interests of students?
> Create an atmosphere of excitement for life, learning, and self-realization?[5]

The latter would certainly not be quantifiable but, perhaps, it can be observed, and I think we would all agree that it is a very important quality for a school to have.

In looking at the library media specialists' part of the school program, I suggest that we see whether the media specialists have organized materials for "easy consultation among adults and for the free exchange of ideas at the student level."[6] Remember that Dr. Elseroad said we should do a lot of talking and listening and less work with "things." I guess if we were following through with that and with Mr. Horner's suggestion this morning, we might set that block of time for work on proposals sometime between midnight until 3 A.M., or on that half of the day Dr. Elseroad would allot to "things." Talking and working with others is essential, of course. Probably not everyone is going to be involved in the writing of proposals, but those of you who do, should have that as a special kind of assignment, at least.

Among other behaviors to be observed by the media specialist are:

1. Places time spent with students as a first priority, listens well, and keeps confidences in a reliable way?

2. Encourages students to turn readily to the library media center for help on personal and vocational interests as well as for information in the curriculum areas?[7]

These activities do mesh with the priorities we have been discussing, you see. I recommend that you examine "Student Success..." carefully when you get back to your office to see how it can be used to consider whether or not your programs are as responsive to student needs as you would like them to be. Dr. Elseroad told us that humanizing education will not happen by itself. "It is a copout to say you are always available. You have to do more. You have to reach out."

On this note, I think we might end. My inspirational quotations are failing me the way they often do. The only thing that runs through my head at this time is a bit of doggerel I read someplace, sometime which goes this way:

I worry, I scurry, I push and I shove
Hunting little mole hills to make mountains of.

Let's not go hunting for mole hills. Let's go back, instead, to Peggy Sullivan's message to seek joy in our involvement with students and colleagues as we work toward individual success for all students.

Well, that is my bag of apples. You will each need to cull your own.

FOOTNOTES

1 AASL/AECT, Media Programs: District and School (Chicago: American Library Association, 1975), p. 14.

2 Ibid., p. 10.

3 Strong, William. "The Ant and the Grasshopper: a Didactic (and Somewhat Moral) Fable," Media and Methods, XI:7, March, 1975, p. 28.

4 Ibid., p. 49.

5 AASL/ASCA, "Student Success Through Joint Counseling and Library Media Services," (Chicago: American Library Association, 1972), p. 6-7.

6 Ibid., p. 8.

7 Ibid., p. 8-9.